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ABSTRACT

Victimization data from 26 American cities surveyed in 1974 and 1975 are used in this study to examine personal victimizations--rapes, robberies, assaults, and larcenies--that occurred in urban schools. Findings of the study include the following: (1) 270,000 personal victimizations were reported to have occurred inside schools over the course of a year; (2) most of the in-school crime was either petty theft or assault resulting in minor injury to the victim, and weapons were rarely used; (3) 78% of in-school victimizations were reported by students; (4) most of the in-school offenders were perceived by their victims to be young males of black or other minority races; (5) nine out of ten of the in-school victimizations suffered by students and four out of five of those suffered by teachers and others were not reported to the police. (Author/RLV)

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ED179674

Applications of the National Crime Survey Victimization and Attitude Data

ANALYTIC REPORT SD-VAD-8

Criminal Victimization in Urban Schools

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IMPORTANT

We have provided an evaluation sheet at the end of this publication. It will assist us in improving future reports if you complete and return it at your convenience. It is postage-paid and needs no stamp.

The APPLICATION OF VICTIMIZATION SURVEY RESULTS Project is funded by the Statistics Division of the National Criminal Justice Information and Statistics Service of the Law Enforcement Assistance Administration. This research project has as its aim the analysis of the data generated by the National Crime Survey studies of criminal victimization undertaken for LEAA by the United States Bureau of the Census. More specifically, this research project, as its title suggests, encourages the use of the National Crime Survey data to examine issues that have particular relevance for *applications* to the immediate needs of operational criminal justice programs.

This aim is pursued in two ways. First, the project staff has conducted a series of regional seminars on the history, nature, uses, and limitations of the National Crime Survey victimization data. These seminars, attended by criminal justice planners, crime analysts, researchers, and operating agency personnel, have served as a useful exchange for disseminating information about the LEAA/Census victimization surveys and for soliciting from attendees suggestions for topics that they would like to see explored with the available victimization survey data. Second, based on these suggestions and on topics generated by the project staff at the Criminal Justice Research Center, the project staff has undertaken a series of analytic reports that give special attention to applications of the victimization survey results to questions of interest to operational criminal justice programs. This report is one in the analytic series.

The National Crime Survey victimization data provide a wealth of important information about attitudes toward the police, fear of criminal victimization, characteristics of victims, the nature of victimizations, the consequences of crimes to victims, characteristics of offenders, the failure of victims to report crimes to the police, reasons given by victims for not notifying the police, and differences between those victimizations that are and those that are not reported to the police.

The National Crime Survey results make available systematic information the scope and depth of which has not heretofore been available. These

data constitute a vast store of information that can be a substantial utility to the criminal justice community. Knowledge about characteristics of victimized persons, households, and commercial establishments and about when and where victimizations occur have particular relevance for public education programs, police patrol strategies, and environmental engineering. Information on the nature and extent of injury and loss in criminal victimization can provide data necessary for determining the feasibility of, or planning for, programs for restitution and compensation to victims of crime. Information about the level of property recovery after burglaries and larcenies is useful for assessing the need for property identification programs. Knowledge about the levels of nonreporting to the police and about the kinds of victimizations that are disproportionately not reported to the police give an indication of the nature and extent of biases in police data on offenses known.

These are only a few of the areas in which results of victimization survey data have the potential for informing decisionmaking and shaping public policy. It is the aim of this series of analytic reports to explore some of the potential applications of the victimization survey results and to stimulate discussion about both the utility and limitations of such applications.

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Highlights of the Findings

Victimization data from 26 American cities surveyed in 1974 and 1975 are used in this report to examine personal victimizations—rapes, robberies, assaults and larcenies—that occurred inside schools. Some highlights of the report include answers to the following questions:

How extensive was the in-school crime? In the 26 cities surveyed an estimated 270,000 personal victimizations were reported to have occurred inside schools over the course of a year (although the specific 12 month period varied with when the city was surveyed). In-school victimization constituted 8 percent of the total personal victimization in these urban areas; however, the proportion of victimizations that took place in school varied by type of crime from only 1 percent of the rapes to 12 percent of the larcenies without contact between the victim and offender.

What was the nature of in-school crime? Most of the in-school crime was either petty theft or assault resulting in minor injury to the victim. Larceny without contact between the victim and the offender accounted for 55 percent of the total personal victimization in the 26 cities, but 81 percent of the personal victimization that occurred inside schools. The second most common in-school crime was assault; in-school rape was extremely rare. Weapons—guns, knives, or objects such as bottles or wrenches used as weapons—were not often used in the in-school victimizations.

Who were the in-school victims? The majority (78 percent) of in-school victimizations were reported by students. The remaining victimizations were reported by teachers (8 percent) and other victims, including non-teaching personnel, visitors, and so forth.

Who were the in-school offenders? Most of the in-school offenders were perceived by their victims to be young males of black or other minority races. A considerable proportion of the in-school offenders acted in pairs or groups. The majority of offenders were strangers to their victims, although this does not necessarily mean that they weren't fellow students.

Was the in-school crime reported to the police? Nine out of ten of the in-school victimizations suffered by students and three out of four of those suffered by teachers and others were not reported to the police. Victims who failed to inform police most often said either that they reported it to someone else, that it was not important enough, or that they thought nothing could be done. Victims of rape, robbery, and aggravated assault were much more likely to mention fear of reprisal as a reason for not reporting the incident to the police than were victims of less serious crimes.

CRIMINAL VICTIMIZATION IN URBAN SCHOOLS

Introduction

> Survival in school once meant merely passing examinations. Today, survival in many American schools means escaping from the thousands of criminals who roam hallways and playgrounds with unrestricted ease and terrorize students and teachers alike.
>
> Testimony of representative Mario Biaggi of New York before the Subcommittee on Economic Opportunity of the Committee on Education and Labor, *Oversight Hearing on Safe School Study*, January 24, 1978.

IN RECENT YEARS, public concern about violence, vandalism, and other crimes occurring in and near school has increased. In a Gallup public opinion poll conducted in 1975, a representative national sample of respondents was asked to enumerate the major problems facing public schools in their communities. The response "crime/vandalism/stealing" was among the 10 problems most often mentioned as the major problems facing public schools (Gallup, 1975). In a Gallup survey conducted during the previous year, a representative national sample of respondents was asked about their impression of the extent of stealing (of money, clothes, lunches, books, etc.) that was going on in their local public schools. Two-thirds of the respondents reported that they believed that stealing occurred a great deal (33 percent) or some of the time (34 percent). When asked in the same survey if student gangs that disrupt the school or bother other students were a problem, one-half of the respondents reported that student gangs were a big problem (17 percent) or somewhat of a problem (31 percent) (Gallup, 1974).

The growing public concern about crime in schools has resulted in research into the nature and extent of the in-school crime problem. In a 1975 report released by the Senate Judiciary Subcommittee to Investigate Juvenile Delinquency, data from more than 500 schools indicated that crime in American schools in the 1970 to 1973 period was becoming increasingly serious. According to the Senate Subcommittee report, in the schools studied 100 students were murdered and 70,000 teachers were assaulted. In the schools major crimes—homicide, rape, robbery, assault, burglary, durg and alcohol offenses, and weapon offenses—had reportedly increased considerably during the 1970 to 1973 period. For example, assaults on teachers and students had increased by about 80 percent, robbery by more than 35 percent, and weapons offenses by more than 50 percent (Subcommittee to Investigate Juvenile Delinquency, 1975).

The Law Enforcement Assistance Administration's (LEAA) National Institute of Juvenile Justice and Delinquency Prevention sponsored a working conference of students, parents, teachers, superintendents, and security directors to study the school crime problem. Participants reported having had extensive experience with violence and disruption in schools. Experience with vandalism was reported by about 90 percent of the participants, with weapons carried in the schools by 80 percent of the participants, and with gang violence in and around school by 60 percent of the participants (Research for Better Schools, Inc., 1976:17-18).

Finally, a recent study conducted by the National Institute of Education (NIE) examined the problem of crimes that occur in school. The NIE Safe School Study consisted of three phases. Phase I was a mail survey in which more than 4,000 elementary and secondary school principals were asked to report in detail on the incidence of illegal or disruptive activities in their schools.

Phase II consisted of on-site surveys of a nationally representative cluster sample of 642 junior and senior high schools and Phase III involved a more intensive qualitative study of 10 schools. Because the NIE Safe School Study is one of the most comprehensive studies of in-school crime to date, it will be used throughout this report for comparative purposes. The NIE report indicated that acts of violence and property destruction in schools increased throughout the 1960's to the early 1970's and leveled off after that. The school principals' assessments were that the seriousness of violence and vandalism in their schools for the years 1971—1976 showed no overall change; in fact, they suggested some improvement in urban areas (NIE, 1977:1).

When considered together, the Gallup public opinion polls, the LEAA conference, the Senate Subcommittee report, and the NIE Safe School Study provide evidence of a considerable amount of crime occurring in schools and a national awareness of this problem. However, as measures of the school crime problems, these data sources have limitations. The opinion polls are useful primarily as indicators of public perception of violence, vandalism, and theft occurring in schools. The results of the LEAA conference represent the experience and impressions of a group of people who are concerned with the problem of violence in schools. The Senate Subcommittee report and the NIE report taken together provide personal testimony of students, teachers, and administrators, and the results of surveys conducted in limited samples of school districts.

These and similar data are useful as general indicators of the problem of crime in schools. However, because they are based primarily on public perceptions and on the experiences and impressions of limited samples of people concerned with problems in schools, the data are insufficient for many purposes. With the exception of the NIE study, they are not based on probability sampling techniques, which permit an assessment of the scope of the problem within well-defined populations.

The LEAA/Bureau of Census victimization surveys provide data that permit an examination of personal crimes—rape, robbery, assault, and larceny—that occur inside schools. During 1974 and 1975, Census Bureau personnel conducted interviews with probability samples of about 10,000 households (22,000 individuals) in each of 26 American cities.[1] Because the victimization survey data in this report are the results of interviews with large, city-wide samples they do not suffer from some of the limitations of other data sources. The survey data are based on the actual personal victimization experiences that are reported by individuals in the cities surveyed, not on their more general experiences and impressions. In addition, because probability sampling techniques were employed, it can be assumed that the samples are representative of the populations in the 26 cities. Finally, the amount of detail obtained in the victimization survey interview provides a good deal of information on victim and incident characteristics, on the consequences of the victimization, and on characteristics of offenders as perceived by their victims.

In the victimization survey interview, each respondent was asked a series of screen questions in order to ascertain whether he/she had been a victim of the crimes of rape, robbery, assault or personal larceny during the 12 months preceding the interview. When one or more of the screen questions (which were asked in everyday language rather than in legal language) was affirmatively answered, the respondent was asked about the details of the incident mentioned. For the exact wording of the screen and incident questions, the reader is invited to turn to Appendix C: National Crime Survey Questionnaire. One of the detailed questions asked was, "Where did this incident take place?" As can be seen from an examination of source code[2] 112 in Appendix C, one of the places was "inside school." The survey data, then, can be used to examine victimizations that occur inside schools.

In the victimization survey interviews, eligible respondents—all household members who were 12 years of age or older at the time—were asked about criminal victimizations that they personally suffered in the previous 12 months. Because the subject of this report is criminal victimization that occurs in school, it is important to note that 12 and 13 year old respondents were interviewed by proxy through a household member who could be

---

[1]The cities are: Atlanta, Baltimore, Boston, Buffalo, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Los Angeles, Miami, Milwaukee, Minneapolis, New Orleans, Newark, New York, Oakland, Philadelphia, Pittsburgh, Portland, San Diego, San Francisco, St. Louis, and Washington.

[2]The source codes are the circled numbers that appear to the left of the questions in the survey instrument, and are referenced in the text of this report.

expected to be knowledgeable about the child's victimizations. To the extent that proxy respondents were unable or unwilling to report the victimizations, particularly the in-school victimizations, suffered by 12 and 13 year olds, the survey data may underestimate the victimization experience of these young people.

It should be noted that too few cases of in-school victimization were reported in the separate 26 cities to support a city-by-city analysis. For this reason, the aggregate data from the cities surveyed will be examined here. Even when the aggregate data are used, there are a few instances in which the estimates reported may not be statistically reliable because they are based on too few sample cases. Estimated percentages based on fewer than 50 sample cases may be statistically unreliable; this problem will be indicated by footnotes, where necessary, in the tables.

Before the analysis proceeds it is important to pay attention to some definitional issues. Both attempted and completed victimizations are included in the National Crime Survey data. Thus, in the tables and discussion in this report, rape includes both attempted and completed rape, robbery includes both attempted and completed robbery, and so forth. For a list of definitions of the types of crime included in the analysis, the reader should turn to Appendix B.

This report will look at the personal victimizations—rapes, robberies, assaults, and larcenies—that occurred inside schools in the 26 cities. The first section will use survey data to describe the general nature and extent of the in-school crime problem in the cities surveyed. Subsequent sections of the report will look at some characteristics of victimization in school, including the offenders' use of weapons, the injury suffered by victims, and the extent of theft and value of stolen property. This analysis will lead to a discussion of the seriousness of in-school crime. Next, the survey data will be used to examine both the age, race and sex of in-school victims and offenders and the number of victims and offenders involved in these incidents. Finally, the report will look at how much of the survey-reported in-school crime is not reported to the police and at the reasons given by in-school victims for not reporting to the police.

Extent and Nature of Personal Victimization in School

This section of the report will provide a general description of the extent and nature of in-school victimization. Three questions will be addressed: what proportion of victimizations in the 26 cities were reported to have occurred inside school? who were the victims of in-school crime? and what types of crime took place inside schools?

It is worthwhile to begin the analysis by looking at the total personal victimization reported to survey interviewers, and asking what proportion of this total victimization took place inside schools. Table 1 shows the estimated number of personal victimizations reported to interviewers, by type of crime and place or occurrence. This table shows that in the 26 cities an estimated 3.3 million rapes, robberies, assaults, and larcenies were reported to survey interviewers. Of these total victimizations, an estimated 270,000, or approximately 8 percent, were reported to have occurred inside school. The proportion of victimizations that took place in school varied by type of crime, from only 1 percent of the rapes to 12 percent of the larcenies without personal contact between the victim and the offender.[3]

It should be noted that although the proportion of personal victimizations that occurred inside school appears relatively small when compared with the proportion that occurred in open public places such as streets or parks, more victimizations took place inside schools than inside homes, near homes, or in offices or factories. Furthermore, by comparison the population at risk for in-school victimizations (those who spend a large part of their time in school) is much smaller than the more general population at risk in homes and other locations (those who spend a large part of their time in homes, offices, and so forth). Because the population at risk for in-school victimizations is much smaller than the general population at risk in these other locations, the

[3]Appendix Table A1 shows these data broken out for each city. Victimizations occurring in school in the 26 cities range from 4 percent to 14 percent of all personal victimizations. In most of the cities the percentage of all personal victimizations that were reported to have occurred in school is between 6 and 10 percent.

TABLE 1 Estimated percentages of victimization,
by type of crime and place of occurrence, 26 cities aggregate

Type of victimization	School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation home, hotel, motel	On street, in park etc.[b]	Other place	Estimated number of victimizations
Rape	1[c]	23	12	8	1	2	42	11	(39-145)
	0[d]	7	3	1	0	3	1	2	1
Robbery	3	9	10	14	1	0	60	3	(511,828)
	6	33	35	12	5	4	17	8	16
Aggravated assault	3	12	12	12	1	0	52	8	(318,270)
	3	28	25	7	4	7	9	12	10
Simple assault	6	11	11	16	3	0	48	5	(351,969)
	8	29	27	10	8	6	9	9	11
Larceny with contact	2	1	6	44	1	0	42	4	(22,673)
	2	3	10	21	1	1	6	5	8
Larceny without contact	12	0	0	16	5	1	59	7	(1,811,193)
	81	0	0	49	82	79	58	64	55
Estimated number of victimizations	3 (270,296)	4 (135,632)	4 (149,436)	17 (570,773)	3 (111,320)	1 (22,403)	56 (1,843,247)	6 (201,971)	100 (3,305,0773

[a]Includes commercial building such as store, restaurant, bank, gas station.

[b]Includes on the street, in a park, field, playground, school grounds or parking lot.

[c]Row percentage.

[d]Column percentage.

TABLE 2 Estimated percentages of victimization,
by place of occurrence, type of victimization, and age of victim, 26 cities aggregate

Type of victimization and age of victim	Place of occurrence								Estimated number of victimizations
	School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation home or motel	On street, in park etc.[b]	Other place	
Rape									
12-15	5[c]	18	12	16	0	0	36	12	(3,539)
	40[d]	8	10	20	0	0	9	12	18
16-19	3	13	9	6	0	3	50	16	(8,402)
	42	12	16	15	0	35	25	33	22
20-34	0	24	13	6	0	2	44	10	(21,046)
	11	57	55	42	37	63	56	51	54
35-49	1	28	16	15	4	0	31	5	(3,753)
	7	12	12	18	63	0	7	4	10
50 or older	0	49	14	7	0	1	27	1	(1,954)
	0	11	6	5	0	2	3	0	5
Estimated number of victimizations	1 (529)[e]	23 (8,932)	12 (4,837)	8 (3,151)	1 (231)[e]	2 (857)[e]	42 (16,643)	11 (4,165)	100 (39,145)
Robbery									
12-15	14	1	7	7	[illegible]	0	69	1	(74,021)
	68	2	10	8	1	1	17	6	14
16-19	6	4	5	13	0	0	67	4	(60,646)
	25	6	6	11	2	4	13	16	12
20-34	1	11	8	17	1	0	58	5	(164,053)
	7	39	24	39	32	32	31	50	14
35-49	0	9	13	16	2	0	58	3	(84,144)
	0	17	20	19	[illegible]	16	16	16	12
50 or older	0	13	16	12	2	0	56	2	(128,984)
	0	36	40	23	37	47	23	32	32
Estimated number of victimizations	3 (14,992)	9 (45,193)	10 (52,143)	14 (69,548)	1 (5,185)	0 (887)[e]	60 (308,042)	3 (15,837)	100 (511,828)

TABLE 2 Continued

Type of victimization and age of victim	Place of occurrence								Estimated number of victimizations
	School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation home or motel	On street, in park etc.[b]	Other place	
Aggravated assault									
12-15	12[c]	4	13	2	0	0	65	4	(39,346)
	48[d]	5	14	2	1	1	16	6	12
16-19	4	6	9	8	1	1	64	8	(65,885)
	25	10	16	14	10	27	26	20	21
20-34	1	13	9	16	2	1	48	10	(136,964)
	19	47	32	57	46	59	40	56	43
35-49	1	23	15	15	4	0	36	6	(41,887)
	6	24	17	16	33	11	9	10	13
50 or older	0	16	23	12	1	0	43	5	(34,187)
	2	14	21	10	9	2	9	7	11
Estimated number of victimizations	3 (9,428)	12 (38,582)	12 (36,969)	12 (38,797)	1 (4,394)	0 (1,538)[e]	52 (164,041)	8 (24,521)	100 (318,270)
Simple Assault									
12-15	18	3	10	5	0	0	61	2	(58,061)
	51	5	15	5	0	3	21	7	16
16-19	10	6	7	10	0	0	60	6	(57,156)
	27	8	10	11	2	22	21	17	16
20-34	2	14	10	22	4	0	41	7	(142,328)
	13	51	36	56	55	48	35	52	40
35-49	2	17	15	17	5	0	39	5	(49,961)
	5	22	19	15	26	22	12	13	14
50 or older	2	13	17	17	4	0	43	4	(44,462)
	3	15	19	14	17	4	11	11	13
Estimated number of victimizations	6 (20,858)	11 (39,125)	11 (39,928)	16 (55,759)	3 (9,006)	0 (1,228)[e]	47 (167,298)	5 (18,764)	100 (351,969)

TABLE 2 Continued

Type of victimization and age of victim	Place of occurrence: School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation home or motel	On street, in park etc.[b]	Other place	Estimated number of victimizations
Larceny with contact									
12-15	27[c]	0	0	19	0	0	48	6	(11,725)
	52[d]	1	0	2	0	0	5	7	4
16-19	10	0	1	43	0	0	37	8	(17,320)
	30	1	2	6	1	13	6	14	6
20-34	1	2	5	45	2	$ 0	42	3	(77,752)
	15	31	26	29	82	58	29	25	28
35-49	0	2	6	41	0	0	46	5	(45,917)
	2	19	18	16	10	25	18	22	17
50 or older	0	2	7	48	0	0	40	3	(119,959)
	0	48	54	48	7	4	42	33	44
Estimated number of victimizations	2	1	6	44	0	0	42	4	100
	(5,948)	(3,798)	(15,558)	(121,458)	(1,406)[e]	(315)[e]	(114,430)	(9,760)	(272,673)
Larceny without contact									
12-15	64	0	0	4	0	0	28	4	(166,641)
	49	0	0	2	0	3	4	5	9
16-19	32	0	0	14	2	1	43	8	(210,700)
	31	0	0	10	6	9	8	13	12
20-34	4	0	0	17	6	1	65	8	(764,389)
	14	0	0	45	49	40	46	47	42
35-49	2	0	0	15	7	1	67	7	(355,182)
	4	0	0	14	26	24	22	20	20
50 or older	2	0	0	20	5	1	65	6	(314,280)
	3	0	0	23	19	24	19	16	17
Estimated number of victimizations	12	0	0	17	5	1	59	7	100
	(218,541)	(0)	(0)	(282,060)	(91,097)	(177,777)	(1,072,793)	(128,924)	(1,811,193)

[a]Includes inside commercial building such as store, restaurant, bank, gas station.
[b]Includes on the street, in a park, field, playground, school grounds, or parking lot.
[c]Row percentage.
[d]Column percentage.
[e]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

amount of crime that takes place in school has added significance.

An analysis of the age distribution of the victims is helpful in identifying the victims of in-school crime. Table 2 shows estimated percentages of victimization, by place or occurrence, age of victim, and type of victimization. The row percentages in this table indicate that, for each type of crime, the proportion of victimizations that occurred inside schools was noticeably higher for the 12 to 15 year olds than it was for victims in any other age category, even the 16 to 19 year olds. Fourteen percent of the robberies, 12 percent of the aggravated assaults, 18 percent of the simple assaults, 27 percent of the larcenies with contact, and 64 percent of the larcenies without contact reported by the 12 to 15 year old victims took place inside schools. Note also that in robbery and in larceny with contact an open public location (on the street, in a park) was the only place of occurrence reported more often than inside school by the 12 to 15 years old.

Examining the column percentages in Table 2 and comparing the age distribution of victims of in-school crimes to the age distribution of victims of crimes in other locations, it is apparent that in-school victimizations have a higher proportion of young victims than do victimizations that take place in any other location. A majority of victims of in-school crime were under 16 years old. When victims who reported an incident occurring in school are examined, roughly two-fifths of the rape victims, one-half of the victims of aggravated assault, simple assault, larceny with contact and larceny without contact, and two-thirds of the victims of robbery were between the ages of 12 and 15. As can be seen from the column percentages in Table 2, the proportion of 12 to 15 year old victims in all other loctions is substantially lower. For example, looking at the age distribution of victims of crimes that occurred in locations such as streets or parks shows the proportion of 12 to 15 year old victims ranges from only 4 percent of the victims of larceny without contact to 21 percent of the victims of simple assault.

The age distribution of the victims of in-school crime suggests that many of these victims were students. Although some of the in-school victims over the age of 15 are likely to have been high school, college, or university students, it is probable (from the age distribution in Table 2) that not all victims of personal crimes occurring inside school were students.

In order to investigate more closely who the victims of in-school crime were, a trichotomous "status" variable was created. Victimization survey data on age, major activity, and occupation were used to categorize victims as students, teachers, or others. The National Crime Survey does not obtain information on major activity from respondents under 16 years old; they are assumed to be students. Therefore all persons who were under 16 years of age were classified as students. In addition, any respondent 16 or older who reported that "going to school" was his or her major activity was classified as a student. Respondents reporting as occupations such positions as teacher, school administrator and teachers' aide, were classified as teachers. The final category was "other" victims; it included janitors, guards, nurses, dieticians, and all others not falling into either the student or teacher categories.[4]

The types of crimes reported by students, teachers, and others are given in Table 3. The last column in this table shows that students accounted for 78 percent of the victimizations which occurred inside schools, teachers for 8 percent, and others for the remaining in-school victimizations. Hence, the vast majority of in-school victims were students. Because of the small proportions of in-school victimizations accounted for by the teachers and others categories, it will be necessary to combine these two categories for much of the analysis in this report.

The data in Table 3 indicate that for students, teachers, and others, by far the predominant victimization reported was larceny without contact between the victim and the offender. This type of larceny in school probably includes thefts from lockers, desks, coat rooms, bike racks, and so forth. Four out of five of the personal victimizations reported by students, teachers and others were of this type. Assault, either simple or aggravated, was the next most common victimization reported among all three groups. For example, among students 10 percent, and among teachers 18 percent, of the victimizations reported were assaults. Although a greater proportion of the victimizations reported by teachers than by students were asssaults, there were no substantial differences in the proportions of robberies and larce-

[4]The "other" category may also include persons who suffer victimizations in school but have no formal relation to it, for example, dropouts who hang around school grounds, or parents, salesmen, and so forth.

TABLE 3 Estimated percentages of in-school victimization, by type of victimization and status of victim, 26 cities aggregate

Status of victim	Type of victimization						Estimated number of victimizations
	Rape	Robbery	Aggravated assault	Simple assault	Larceny with contact	Larceny without contact	
Students	0[a]	6	3	7	2	81	(212,244)
	74[b]	88	69	73	82	79	78
Teachers	0	2	7	11	1	79	(22,098)
	0	3	17	12	2	8	8
Others	0	4	4	9	3	81	(35,955)
	26	9	13	15	16	13	13
Estimated number of victimizations	0	6	4	8	2	81	100
	(529)[c]	(14,992)	(9,428)	(20,858)	(5,948)	(218,541)	(270,296)

[a]Row percentage.
[b]Column percentage.
[c]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

nies with contact (for example, pocket pickings and purse snatchings) reported by students and teachers. However, it is important to note (from the data in Table 3) that in-school robbery and larceny with contact were relatively infrequent events. Rape was the in-school crime least often reported by students, teachers, and others. Because the number of in-school rape victimizations reported is so small, it will be necessary to exclude this type of crime in some of the more detailed analysis in this report.

Victims of in-school crime were asked what time the incident happened. The time of occurrence of in-school crimes is outlined in Table 4 for students, and for teachers and others. Because the hours that the vast majority of these victims are at school are usually the daytime hours, it is not surprising that more than 9 out of 10 students and roughly 8 out of 10 teachers and others reported that the crime occurred between 6:00 a.m. and 6:00 p.m. Only a small proportion of in-school crimes were reported by victims to have occurred between the hours of 6:00 p.m. and 6:00 a.m. Teachers and others were victims of these evening and nighttime crimes slightly more often than were students (11 percent compared with 3 percent).

In summary, the victimization survey results reported in this section permit some general statements about the nature and extent of the personal victimizations that occurred in schools in the 26 cities. An estimated 270,000 personal victimizations—larcenies, assaults, robberies, and rapes—were reported by respondents to have occurred in school. Analysis of the age, major activity, and occupation data obtained from the in-school victims showed that 78 percent of the victimizations involved students, 8 percent involved teachers, and the remainder involved non-teaching personnel and all others who reported victimization inside schools. More than four out of five of the personal victimizations reported by students, teachers, and other victims were larcenies without personal contact between the victim and the offender. More than 8 out of 10 of the total victimizations occurred during the day.

These survey data indicate, then, that although a considerable number of crimes occurred during the day inside the urban schools, most of these crimes were thefts, very few involved assaultive violence. Perhaps much of the in-school crime was not serious.

In order to more fully explore the character and seriousness of crimes that occur inside urban schools, the remainder of this report will look at specific aspects of in-school victimizations, victims and offenders. Because violent crime in school is one of the growing concerns both of school officials and of the general public, the report will now turn to an examination of weapon use in crimes that occur inside schools.

Use of Weapons

This section of the report will examine the extent of weapon use and the types of weapons used in victimizations that took place inside the

TABLE 4 Estimated percentages of in-school victimization, by status of victim, type of victimization, and time of occurrence, 26 cities aggregate

Status of victim and type of victimization	Time of occurrence				Estimated number of victimizations
	6 a.m. to 6 p.m.	6 p.m. to midnight	Midnight to 6 a.m.	Don't know[a]	
Students:					
Rape	59[b]	37	4	0	(390)[c]
Robbery	99	1	0	0	(13,169)
Aggravated assault	96	3	1	0	(6,510)
Simple assault	97	3	0	0	(15,203)
Larceny with contact	92	8	0	0	(4,824)
Larceny without contact	90	3	0	7	(171,195)
Total	92	3	0	5	(211,291)
Teachers and others:					
Rape	100	0	0	0	(139)[c]
Robbery	87	13	0	0	(1,808)
Aggravated assault	86	13	0	0	(2,900)
Simple assault	95	5	0	0	(5,597)
Larceny with contact	95	5	0	0	(1,095)[c]
Larceny without contact	75	11	1	13	(46,414)
Total	78	10	1	10	(57,953)

[a]Includes those respondents who answered they did not know when the victimization occurred and those who answered the victimization occurred at night but they did not know when it occurred.

[b]All percentages in this table are row percentages.

[c]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

urban schools. It is important at the outset to recall (from Table 3) that the vast majority (8 out of 10) of the in-school victimizations were larcenies without personal contact between the victim and the offender, victimizations that by definition do not involve weapon use. Hence, most of the in-school victimizations were nonweapon victimizations.

Respondents who reported victimizations that involved personal confrontation with an offender were asked whether the offender had a weapon. Table 5 shows that weapon use in robbery, aggravated assault, and total in-school victimization (including rape, robbery, aggravated assault, simple assault, larceny with contact, and those larceny without contact victimizations in which the victim was present at the immediate scene of the crime). These data indicate that weapons were involved in only one out of five victimizations suffered by teachers and others and one out of six victimizations suffered by students.

An examination of the data in Table 5 on weapon use in robbery allows for some inferences about the nature of robbery victimization in school. Although weapons were used more often in the robberies reported by teachers and others than in those reported by students (38 percent compared with 22 percent), robberies generally did not involve weapon use. The majority of in-school robberies, then, were of the "strong-arm" type.

The survey data in Table 5 also indicate something about the aggravated assaults that took place inside schools. By definition an assault is aggravated if it involves: 1) a deadly weapon such as a gun, a knife, or any other object that can cause serious bodily injury, or 2) if the victim suffers serious bodily injury as the result of an attack, even if the attack does not involve a weapon. The data indicate that virtually all of the in-school aggravated assaults involved weapons; this alone is sufficient to classify them as aggra-

TABLE 5 Estimated percentages of weapon use in robbery, aggravated assault, and total in-school victimization,
by status of victim, 26 cities aggregate

Status of victim and type of victimization	Weapon use			Estimated number of victimizations
	Yes	No	Don't know	
Students				
Robbery	22[a]	72	6	(13,185)
Aggravated assault	98	2	0	(6,528)
Total[b]	16	73	11	(57,569)
Teachers and others				
Robbery	38	55	7	(1,808)
Aggravated assault	99	1	0	(2,900)
Total[b]	20	65	15	(18,656)

[a]All percentages in this table are row percentages.

[b]Includes rape, robbery, aggravated assault, simple assault, larceny with contact, and those larceny without contact victimizations in which the victim was present at the immediate scene of the crime.

vated. The question of the extent to which these aggravated assaults also involved serious bodily injury is a separate question and will be examined later in this report. However, the survey data (not shown in tabular form) do show that the majority of the assaults that did not involve weapons were simple assaults. This means that in the nonweapon assaults rarely were the injuries sufficiently severe to warrant classifying the assault as aggravated.

The types of weapon used in in-school victimizations are shown in Table 6. Of those victimizations in which weapons were used, guns were rarely used. However, in weapon-present victimizations guns were used more often against teachers and others than against students (19 percent compared with 8 percent). Note also that in the total weapon-present victimizations, knives were the most common weapon used against students, but other weapons, weapons such as clubs or bottles, were the most common weapons used against teachers and others. In weapon-present robberies, knives were the dominant weapon, and were used 63 percent of the time against student victims and 72 percent of the time against teachers and other victims. Other weapons, the dominant weapons in aggravated assault, were used in 51 percent of the weapon-present aggravated assaults reported by students, and 57 percent of those reported by teachers and others.

In summary then, the victimization survey data from the 26 cities show some general patterns of weapon use inside schools. Weapons were used in only a small minority of the total personal victimizations that took place in schools. Most of the in-school robberies did not involve weapon use; however, weapons were present in virtually all of the aggravated assaults. Knives and objects such as clubs or bottles were the most common weapons reported by the victims of in-school crime.

The frequency of weapon use in crimes that occur in school is one indicator of the relative seriousness of these victimizations. The survey data examined in this section indicate that when seriousness is judged in terms of the extent of weapon use, most in-school crime was not serious. Another indicator of seriousness is the injury sustained by victims.

Injury

Respondents who were victimized in face-to-face confrontations with offenders were asked several questions designed to determine whether they sustained injury as a result of the victimization, and if so, how seriously they were injured. (See source codes 126 to 128 in Appendix C.) Victims were asked if they suffered any injury and if so, what kind of injury. They were also asked if they required medical attention following the incident and if they received any hospital treatment.

TABLE 6 Estimated percentages[a] of type of weapon used in robbery, aggravated assault, and total in-school victimization, by status of victim, 26 cities aggregate

Status of victim and type of crime	Type of weapon			Estimated number of victimizations[b]
	Gun	Knife	Other weapon	
Students:				
Robbery	9[c]	63	28	(2,839)
Aggravated assault	6	44	51	(6,100)
Total[d]	8	50	44	(8,977)
Teachers and others:				
Robbery	19	72	10	(680)[e]
Aggravated assault	20	24	57	(2,376)
Total[d]	19	35	46	(3,142)

[a]Type of weapon percentages may total over 100 percent because the offender(s) may have used more than one type of weapon.

[b]Estimated number of victimizations that involved weapon use. Excludes victimizations in which weapon use was involved but the type of weapon used was not ascertained.

[c]All percentages in this table are row percentages.

[d]Includes rape, robbery and aggravated assault.

[e]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

The analysis begins by asking what proportion of the total in-school victimization resulted in injury to students, teachers, others. Recall (from Table 3) that victimizations in which the victim and offender came into contact constituted only one-fifth of the total victimizations that took place inside schools. When the number of victimizations that resulted in injury to the victim is divided by the total number of in-school victimizations, the data (not shown in tabular form) show that only 4 percent of the victimizations of students and 5 percent of the victimizations of teachers and others resulted in any injury. Generally, then, injury occurred rarely in the in-school victimizations.

Table 7 presents the proportions of students and of teachers and others who reported that some injury was suffered in robbery and assault victimizations. These data show that in the assault victimizations—aggravated and simple assault—the frequency of injuries reported by students was not substantially different from that reported by teachers and others. A little over one-third of the student, teacher and other victims of aggravated assault told survey interviewers that some type of injury was suffered. In simple assault, 26 percent of the students and 19 percent of the teachers and others sustained injury. However, teachers and other victims of in-school robbery reported injury much more often than student robbery victims (27 percent compared with 13 percent).

Student, teacher, and other victims of in-school crime who were injured were asked about the nature of the injuries suffered during the course of the victimization. These injuries were classified as knife or gunshot wounds, broken bones or teeth, internal injuries, minor injuries (bruises, black eyes, cuts, scratches, or swelling), and other injuries. The data in Table 8 show the type of injuries reported by the injured in-school victims. It is apparent that the overwhelming majority of all injuries suffered by victims of in-school crime were minor injuries—bruises, cuts, scratches, swelling, or black eyes. Eighty-five percent of the injured students and 89 percent of the injured teachers and others reported injuries that were classified as minor injuries.

Victims who reported injury were also asked if they were injured to the extent that medical attention was necessary. In this connection, medical attention was defined as care given by a trained professional medical person (such as a doctor, nurse, medic, or dentist) either on the scene, at an office, or at a hospital. Given that only 4 percent of the student victims and 5 percent of the teach-

TABLE 7 Estimated percentages of in-school robbery, aggravated assault, and simple assault in which injuries were suffered, by status of victim, 26 cities aggregate

Status of victim and type of victimization	Injury suffered		Estimated number of victimizations
	Injury	No injury	
Students			
Robbery	13[a]	87	(13,185)
Aggravated assault	36	64	(6,528)
Simple assault	26	74	(15,261)
Teachers and others			
Robbery	27	73	(1,808)
Aggravated assault	38	62	(2,900)
Simple assault	19	81	(5,597)

[a]All percentages in this table are row percentages.

TABLE 8 Estimated percentages[a] of type of injury suffered, in in-school victimization[b], by status of victim, 26 cities aggregate

Status of victim	Type of injury					Estimated number of victimizations[c]
	Knife or gunshot wounds	Broken bones or teeth	Internal	Minor (cuts or bruises)	Other	
Students	3[d]	2	1	85	13	(8,083)
Teachers and others	1	0	1	89	10	(2,632)

[a]Type of injury percentages may total to over 100 percent because victims may report more than one type of injury.

[b]Includes robbery, aggravated assault and simple assault victimizations only.

[c]Estimated number of victimizations in which injuries were suffered.

[d]All percentages in this table are row percentages.

er and other victims suffered any injuries in in-school victimization, and that most of their injuries were minor ones, it is reasonable to expect that few in-school victims required medical attention. The survey data indicate that only 1 percent of the students and 2 percent of the teachers and others reported that medical attention was necessary. (Data not shown in tabular form.)

Recall (from Table 5) that virtually all of the aggravated assaults involved weapon use. The survey data on injury can now be used to examine the extent of injury in aggravated assault victimization. The data in Table 7 showed that slightly over one-third of the student, teacher, and other victims of aggravated assault reported that some type of bodily injury was sustained in the attack. When the survey data on medical attention required by aggravated assault victims (data not shown in tabular form) are examined, they indicate that 13 percent of the students and 25 percent of the teachers and other victims of aggravated assault reported that medical attention was necessary. However, of all the aggravated assault victims (students, teachers and others) who reported that some medical attention was required, only one out of five told survey interviewers that they received *hospital* treatment either in the form of emergency room care or treatment overnight or longer for their injuries (data not shown in tabular form). Hence, although many of the in-school aggravated assault victims needed medical attention, few required any treatment in a hospital. The survey data indicate, then, that most of the assaultive victimizations suffered by students, teachers, and others were not aggravated by virtue of serious bodily injury done to the victim but

rather by the presence of a potentially dangerous weapon.

In summary, the victimization survey data indicate generally that the physical harm suffered by student, teacher, and other victims of in-school crime was infrequent and not serious. The majority of injured victims sustained minor injuries, injuries such as bruises and cuts; a very small minority of victims reported that they were injured to the extent that they needed medical attention. Even in the aggravated assault victimizations, in which about one-third of the victims suffered injuries, few victims suffered serious bodily harm.

Thus, in terms of injury, the survey data suggest that in-school victimizations in the 26 cities were generally not serious. This reinforces the conclusion drawn from the examination of weapon use in in-school crime, which indicated that when judged by the extent of weapon use, most of the crimes occurring inside schools were not serious. A look at the amount of theft and the value of the property stolen in school is also relevant in an evaluation of the seriousness of the in-school victimizations.

Theft and Value of Stolen Property

Respondents were asked whether, as a result of the victimization, they had any property stolen. About four out of five of the in-school victimizations resulted in something being stolen. This proportion was similar for students (82 percent), teachers (76 percent), and others (83 percent).

The survey data in Table 9 show the proportions of robbery and larceny victimizations in which something was stolen. These data show that something was stolen from the victim in 43 percent of the robberies reported by students and in 30 percent of the robberies reported by teachers and others. Thus, most of the robbery victimizations were attempted robberies. By contrast, virtually all of the larceny victimizations resulted in theft of property; a very small proportion were unsuccessful attempts.

Recall (from Table 3) that larcenies without contact constituted the bulk (8 out of 10) of the total personal victimizations occuring inside schools. The vast majority—more than 9 out of 10—of the in-school victimizations in which property was stolen were larcenies without contact. In these victimizations, there is no personal contact between the victim and offender as there is in larceny with contact (pocket picking and purse snatching). As noted previously, these "impersonal" larcenies might involve thefts from desks, lockers, or bicycle racks, only a few of which take place in the presence of the victim.

Victims who reported theft were asked the value of the stolen property. The dollar value of property stolen in in-school victimization is given by the data in Table 10. In this table, "none" refers to property with no immediate value and in-

TABLE 9 Estimated percentages of theft in robbery and larceny in-school victimization, by status of victim, 26 cities aggregate

Status of victim and type of crime	Theft		Estimated number of victimizations
	Theft	No theft	
Student			
Robbery	43[a]	57	(13,185)
Larceny with contact	100	0	(4,853)
Larceny without contact	95	5	(172,027)
Teachers and others			
Robbery	30	70	(1,808)
Larceny with contact	98	2	(1,096)[b]
Larceny without contact	97	3	(46,513)

[a]All percentages in this table are row percentages.

[b]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

TABLE 10 Percent distribution of dollar value of stolen property in theft in-school victimization, by status of victim, 26 cities aggregate

Status of victim	Dollar value of stolen property							Estimated number of victimizations
	None	$1-9	$10-49	$50-99	$100-249	$250 and over	Value not ascertained	
Students	1[a]	49	39	5	2	1	3	(151,388)
Teachers	2	26	52	8	6	2	4	(12,573)
Others	1	29	45	9	8	4	4	(25,441)
Total	1	44	41	6	3	1	4	(189,403)

[a]All percentages in this table are row percentages.

cludes property such as letters, checks, and credit cards. This table shows that among students who had property stolen about one-half evaluated that property as being worth less than $10. For teachers and others who had property stolen, about one-quarter valued the property at less than $10. Another 39 percent of the students and about half of the teachers and others who lost property said it was worth between $10 and $49. Of all victims of in-school crimes who reported theft, only 10 percent placed the value of the stolen item at $50 or more.

The survey data examined in this section have shown that the vast majority of in-school victimizations resulted in theft. Although the reported value of the property stolen from teachers and others was greater than that reported by students, the value of the property stolen from all three groups—students, teachers, and others—was most often less than $50. Most of the in-school theft, then, was petty theft.

Having discussed separately the injury and theft reported by victims of in-school crime, it is appropriate now to examine these factors together in a look at the overall seriousness of in-school victimizations.

Seriousness of In-School Victimizations

The data on the nature and extent of bodily injury and property loss during in-school victimizations suggest that these victimizations generally were not terribly serious in their consequences to victims. Figure 1 summarizes the extent of the bodily injury and property loss in the victimizations reported by students, teachers, and others to survey interviewers in the 26 cities. In these figures, bodily injury refers to injuries that required medical attention.

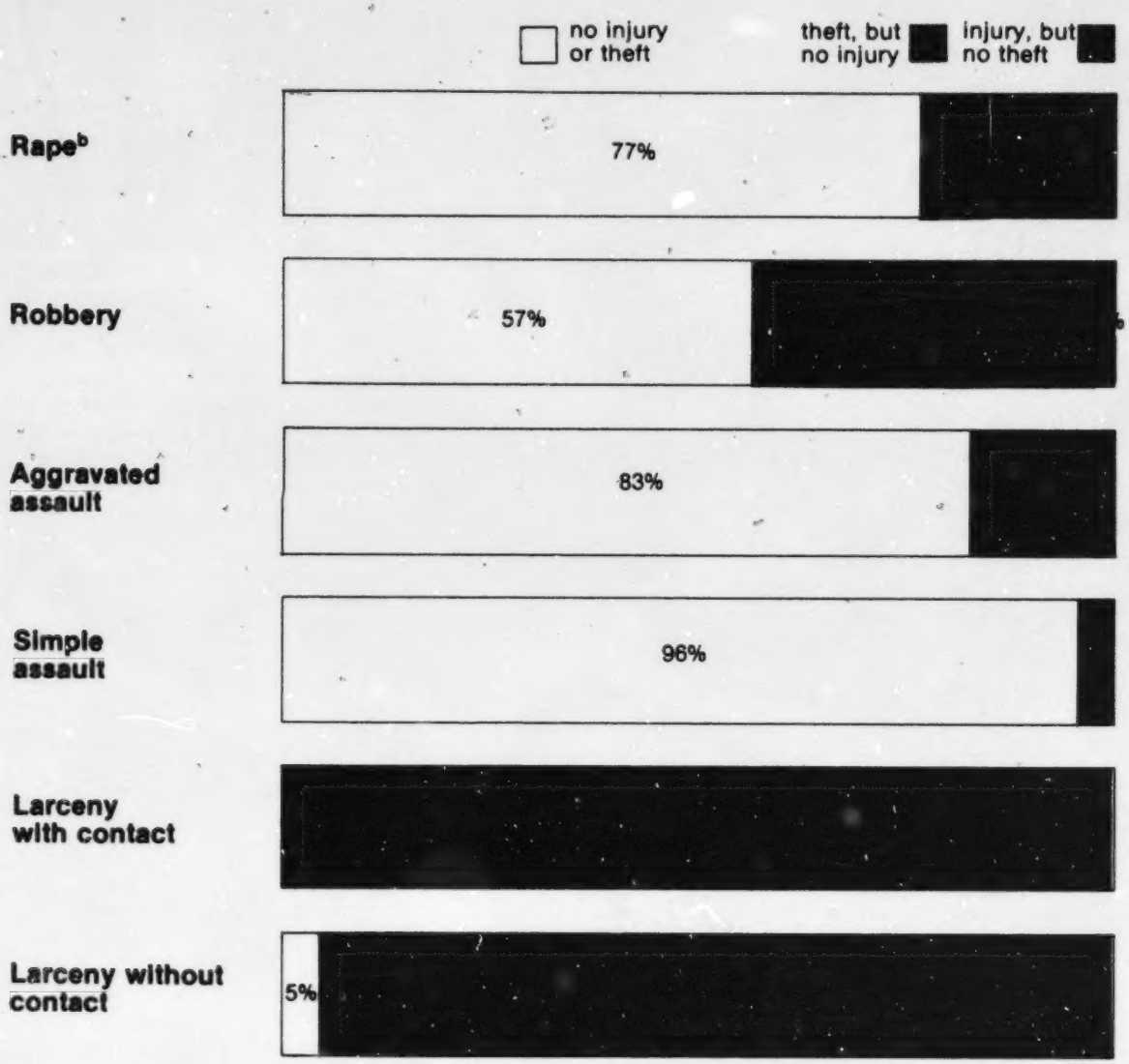
The crimes of larceny—with and without contact between the victim and the offender—(by definition) never resulted in bodily injury to the victim but almost always resulted in some property being stolen from the victim. For larceny without contact, especially, this is not surprising. Unless the victim were present at the immediate scene of the crime, completion of the theft is just about the only way he or she would become aware of any infringement.

Perhaps more interesting is that the crimes often thought of as violent crimes—rape, robbery, aggravated assault, and simple assault—typically resulted in neither injuries requiring medical attention nor property loss to their victims. For in-school victimizations reported to survey interviewers, both bodily injury requiring medical attention and property loss were absent in about three out of four rapes, 6 out of 10 robberies, and 8 out of 10 aggravated assaults, and more than 9 out of 10 simple assaults. In addition, recall that these violent crimes constituted a vary small proportion of the total personal victimization that occurred inside schools. (Table 3 showed that together rape, robbery and the assaults accounted for only 18 percent of the total in-school victimization.) It would be misleading to interpret these data to indicate that the in-school rapes, robberies, and assaults in and of themselves were not serious crimes. Rather, the data indicate that these violent crimes occur infrequently in school, and that when they do occur, the consequences to the victim (measured in terms of property loss and serious bodily injury sustained) are minimal.

The survey data presented in Tables 7 through 10 and Figure 1 have in various ways addressed the question of the seriousness of in-school crime. Considered togehter, these data suggest that in-school victimization in the 26 cities involved primarily petty thefts and minor assaults. Physical injury is rare, and when it occurs, it is generally not serious enough to require medical attention. In addition, most of the stolen property was valued at less than $50.

The victimization survey data from the 26 cities are in substantial agreement with some major findings of the NIE Safe School Study (1977:3). Like the victimization survey data, the NIE reports of students showed that theft was clearly the most widespread offense. Most of the thefts from students, the report indicates, involved items such as small amounts of money, sweaters, books, and other property usually found in lockers. Only one out of five thefts involved losses of more than $10. The student reports also showed an estimated 1.3 percent of secondary school students report they are attacked at school in a typical one-month period. Although more than two-fifths of the attacks involved injury, only 4 percent involved injuries serious enough to require medical attention.

FIGURE 1 Extent of bodily injury[a] and property loss in in-school victimization, 26 cities aggregate



[a]Bodily injury here refers to injury to the extent that medical attention was necessary.

[b]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

Characteristics of Victims and Offenders

So far this report has focused on the incidence and seriousness of crimes in urban schools. This section will examine characteristics of in-school victims and offenders. Specifically, the concern here is with the victim-offender relationship and with the age, race, and sex characteristics of the victims looked at in conjunction with the same characteristics of their offenders.[5]

Survey interviewers asked victims whether or not they knew their offenders. (See source codes 140 and 147 in Appendix C.) For victims of lone offenders, if the offender was a complete stranger, was known by sight only,[6] or if the victim reported not knowing whether the offender was known or not, the offender was categorized as stranger. For victims of more than one offender, the offenders were categorized as strangers only if all of them were strangers, known to the victim by sight only, or if the victim reported not knowing whether the offenders were known or not.

Table 11 shows the percentage of victimizations of students, and of teachers and others, that were reportedly committed by strangers. It can be readily seen that the majority of in-school crimes were committed by strangers. Of the total victimizations, students were victims of strangers slightly more often than were teachers and others (74 percent compared with 67 percent). An examination of the specific types of crime shown in this table indicates that this difference between the student and non-student victims occurs primarily in larceny without contact where 79 percent of the students, compared with 64 percent of the teachers and other victims, reported that they were victims of strangers.[7]

More detail of the *victim/lone offender* relationship is presented in Table 12. The data in this table indicate that other victims of in-school victimization were more likely than either teachers or students to be victimized by complete strangers. Students, on the other hand, were more likely than either teachers or others to be victimized by persons who were casual acquaintances. The data also show that teachers were about twice as likely as students and others to be victimized by lone-offenders who were well known to them. Hence, although a majority of in-school crimes were committed by offenders who were not known by their victims, there were some variations in the proportions of stranger offenders among the three groups of victims.

In order to examine more closely the relationship between the victim and the offender in the crimes that took place in school, characteristics of the victims can be examined in conjunction with those of their offenders. For students, teachers, and others, the vast majority of offenders in-

TABLE 11 Estimated percentages of stranger offenses in in-school victimization, 26 cities aggregate

Type of victimization	Status of victim: Student	Status of victim: Teachers and others
Rape	94[a] (390)[b,c]	100 (139)[c]
Robbery	81 (13,185)	85 (1,808)
Aggravated assault	66 (6,528)	71 (2,900)
Simple assault	60 (15,261)	57 (5,597)
Larceny with contact	94 (4,853)	92 (1,095)[c]
Larceny without contact[d]	79 (17,373)	64 (7,116)
Total[d]	74 (57,589)	67 (18,656)

[a]Percentage of stranger offenses.
[b]Number in parentheses is total number of victimizations (stranger plus nonstranger) in the cell.
[c]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.
[d]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime.

[5]Victims were first asked if one or more than one offender was involved. Victims who did not know whether there was one or more than one offender were not asked the offender's sex, age, race, or relationship to the victim.

[6]An offender was said to have been known by sight only if the victim had seen the offender previously, but had never said more than "hello" to him/her.

[7]Although the category of larceny without contact involves no "face-to-face" confrontation between the victim and offender, it may be the case that the victim does witness the incident and consequently can report on offender characteristics. This could be the case, for example, in thefts from lockers, desks and bicycle racks where the victim may witness the departure of the offender. Hence, a proportion of victims of larceny without contact are able to report to survey interviewers the characteristics of offenders involved in the incident.

TABLE 12 Percent distribution of detailed relationship between victims and lone offenders in in-school victimization, by status of victim, 26 cities aggregate[a]

Status of victim	Relationship of lone offender					Estimated number of victimizations
	Strangers			Nonstrangers		
	Complete strangers	Known by sight only	Don't know[b]	Casual acquaintance	Well known	
Students	33[c]	2	26	25	15	(20,303)
Teachers	36	2	12	15	35	(3,438)
Others	51	4	15	18	17	(4,493)

[a]Includes only victimizations committed by lone offenders. Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime.

[b]Victimizations in which victim did not know if he/she knew the offender.

[c]All percentages in this table are row percentages.

volved in the in-school victimizations were reported to be young, black/other,[8] and male. There are, however, some differences among student, teacher, and other victims when their age, race, and sex characteristics are looked at together with the same characteristics of their offenders.[9]

Table 13 details the relationship between the age of the victim and the perceived age of the offender. Most of the in-school offenders were perceived by their victims to be under 18 years old. The proportion of offenders under 18 is higher among students (85 percent) than among teachers and others (58 percent). These data show, then, that although student victims are generally close in age to their offenders, teachers and other victims are generally older than their offenders.

The relationship between the race of the victim and the race of the offender(s) for students, teachers, and others is shown in Table 14. The majority of the in-school victimizations were reported to have involved black/other offenders. In about 7 out of 10 of the victimizations reported by students, teachers and others the offender was perceived to be black/other. In the 26 cities surveyed, the proportion of the population that was black/other was substantially smaller.[10] Hence, the amount of in-school crime attributed to black/other offenders is largely disproportionate with their representation in the population.

It can be seen in Table 14 that in-school victimization of black/other victims is highly intra-racial. Of these victims, roughly 9 out of 10 students and others and roughly 8 out of 10 teachers were involved in incidents in which the offender was of the same race. However, the in-school victimizations involving white students, teachers, and others was typically not intra-racial. For each of these groups, about two-thirds of the offenders were reported to be black/other.

Considering only *violent* offenses (attacks and robberies), the NIE Safe School Study (1977:113) showed that the majority of these offenses involved victims and offenders of the same race. However, the proportion of offenses that was inter-racial was quite high (42 percent of the attacks and 46 percent of robberies).

Victims also reported to survey interviewers the perceived sex of the offender. The relationship between the sex of the victim and the sex of the offender for in-school victimizations is outlined in Table 15. For students, teachers, and others, roughly 7 out of 10 of the in-school offenders

[8]Because races other than black and white constitute too small a proportion of the population in the 26 cities to permit separate analysis, black and "other" races will be combined in one category in this report. The word "other", used in this racial context, will always be used in this report together with "black" to refer to "black/other" races, and should not be confused with the third status category of in-school victims.

[9]Because the offender characteristics in the victimization survey data are based on victims' perceptions of their offenders, there is a margin of error in the reported offender characteristics.

[10]In the 26 cities, black/others constitute an estimated 29 percent of the population (12 years of age or older).

TABLE 13 Percent distribution of perceived age of offender(s) by age of victim in in-school victimization, by status of victim, 26 cities aggregate[a]

Status of victim and age of victim	Perceived age of offender(s)[b]						Estimated number of victimizations
	Under 12	12-14	15-17	18-20	21 or older	Don't know	
Students:							
12-15	1[c]	48	45	3	1	2	(32,809)
16-19	0	3	62	26	5	3	(12,540)
20-34	0	0	11	54	32	3	(895)[d]
Total	1	35	49	10	3	2	(46,244)
Teachers and others:							
16-19	0	1	61	35	2	1	(3,312)
20-34	9	26	19	15	23	8	(7,569)
35-49	10	24	20	8	34	4	(3,191)
50 or older	19	27	38	1	14	0	(1,341)[d]
Total	8	20	30	16	20	5	(15,413)

[a]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime. Also excludes those victimizations in which the victim did not know whether there was one or more than one offender.

[b]Includes perceived age of lone offender and perceived age of oldest group offender.

[c]All percentages in this table are row percentages.

[d]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

were male. However, when the sex of the victim is examined in conjunction with the sex of the offender, some differences among students, teachers, and others emerge.

An overwhelming majority of male victim were victimized by male offenders. The proportion of male victimizations involving male offenders was higher for students (96 percent) and others (90 percent) than it was for teachers (80 percent). Although male victims almost always were victimized by offenders of the same sex, this was not so for female victims. There was a large difference in the proportion of the same sex offenders in victimizations of female students compared with victimizations of female teachers and others; 6 out of 10 female students were victims of female offenders. However, only one-quarter of the female teachers and one-third of the female others reported female offenders.

The survey data in this section have indicated that the in-school victimizations of students, teachers, and others most often involved offenders who were perceived to be young, black/other males. In addition, the majority of these offenders were not known by their victims. Because most of the in-school offenders were young, it might be suggested that the bulk of these offenders were students. Unfortunately the victimization survey data do not contain this kind of "status" information on offenders and, therefore, cannot be used to test this hypothesis. The survey finding that most of the offenders were strangers to their victims is not, of course, reason to conclude that the offenders were not students. Other research, however, gives reason to believe that at least a portion of in-school offenders are not students.

For example, there is evidence that suggests an increase in crimes committed in school by nonstudents. A 1970 survey of 110 urban school districts reported a 2,600 percentage increase between 1964 and 1968 in crimes committed by nonstudents (Research for Better Schools, Inc., 1976:14). Thus, a portion of the crime problem faced by urban schools appears to be caused by intruders, outsiders including dropouts, truants, and unemployed youths. The report of the NIE Safe School Study (1977:97) indicates that this portion is not high. The NIE report indicated that except for trespassing and break-ins, the great majority (between 74 percent and 98 percent) of all reported offenses were committed by current students at the school in question.

TABLE 14 Percent distribution of perceived race of offender(s) by race of victim in in-school victimization, by status of victim, 26 cities aggregate[a]

Status of victim and race of victim	Perceived race of offender(s)				Estimated number of victimizations
	White	Black/other	Mixed[b]	Don't know	
Students:					
White	30[c]	65	3	2	(30,173)
Black/other	6	88	1	5	(16,079)
Total	21	73	2	3	(46,253)
Teachers:					
White	19	67	1	12	(5,609)
Black/other	20	77	0	3	(948)[d]
Total	20	69	1	10	(6,557)
Others:					
White	32	65	1	3	(6,737)
Black/other	3	92	1	4	(2,163)
Total	25	71	1	3	(8,900)

[a]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime. Also excludes those victimizations in which the victim did not know whether there was one or more than one offender.

[b]Group of offenders containing some combination of white, black, and other race offenders.

[c]All percentages in this table are row percentages.

[d]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

Number of Victims and Number of Offenders

Another facet of the crime problem faced by urban schools is the violence and destruction caused by youth gangs. Nationwide public opinion polls and surveys of school officials show a growing concern with the problems created by gangs in schools. It is not clear, however, whether the current focus of gang activities in schools is centered on the types of traditional crime against persons or property measured by the victimization survey interview. There is some evidence to suggest that much of the gang activity in schools is directed toward undermining school policies and taking control of the institution (Miller, 1975).

The survey interviewers obtained information from students, teachers, and others on both the number of offenders and the number of victims involved in the crime. The number of participants in in-school victimizations is not by itself evidence of whether the incidents involved gangs. However, it does provide information on the extent of school crime committed by groups of offenders, whether or not these groups are organized gangs.

The number of offenders who were involved in the in-school victimizations is given by type of crime in Table 16 for students, and for teachers and others. The majority of in-school crimes were committed by lone offenders: slightly over one-half of the victimizations reported by students and roughly two-thirds of those reported by teachers and others involved lone offenders. Victimization by more than one offender was more common among students than among teachers and others (27 percent compared with 19 percent). Note in this table, however, that in a fairly large percentage of the victimizations the number of offenders was not reported (either the victim didn't know or the information was not ascertained). When these cases are excluded, the data show that 34 percent of the victimizations reported by students, and 23 percent of those reported by teachers and others were committed by more than one offender.

TABLE 15 Percent distribution of perceived sex of offender(s) by sex of victim in in-school victimization,
by status of victim, 26 cities aggregate[a]

Status of victim and sex of victim	Perceived sex of offender(s)				Estimated number of victimizations
	Male	Female	Both[b]	Don't know	
Students					
Male	96[c]	1	1	1	(28,852)
Female	33	60	4	3	(17,591)
Total	72	23	2	2	(46,443)
Teachers					
Male	80	6	3	11	(2,618)
Female	62	25	4	9	(4,024)
Total	69	17	4	10	(6,642)
Others					
Male	90	2	3	4	(4,316)
Female	63	32	3	2	(4,605)
Total	76	17	3	3	(8,921)

[a]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime. Also excludes those victimizations in which the victim did not know whether there was one or more than one offender.

[b]Group of offenders containing both male and female offenders.

[c]All percentages in this table are row percentages.

As Table 16 illustrates, the types of crime that generally had the greatest involvement of groups of three or more offenders were robbery and assault. Twenty-eight percent of the students and 22 percent of the teachers and other victims of robbery were victims of groups of three or more offenders. Similarly, roughly 3 out of 10 of the students, teachers, and other victims of aggravated assault reported groups of offenders.

The proportion of in-school victimizations that involved more than one offender was much greated than the proportion that involved more than one victim. The number of student, teacher, and other victims of in-school crime is given in Table 17 by type of crime. These data show that more than four out of five students, teachers, and others were lone victims. Only about 1 out of 10 of the students, teachers, and others suffered victimizations in incidents that involved three or more victims.

The in-school crimes that involved the greatest proportions of multiple offenders were also the crimes that involved the greatest proportions of multiple victims: robbery and assault. As indicated in Table 17, the proportion of robberies that involved three or more victims is much greater among teachers and others (28 percent) than it is among students (10 percent). One out of five of the aggravated assaults reported by students, teachers, and others involved three or more victims.

In summary, then, although the majority of the victimizations which took place inside schools were committed by lone offenders, a substantial number were committed by more than one offender. In-school crimes involved multiple offenders more often than they involved multiple victims. Robbery and assault were the types of in-school crime that tended to involve both multiple victims and multiple offenders.

Reporting to the Police

This report has shown that a considerable amount of crime occurred inside schools in the cities surveyed, although much of it was not serious. Because most of the in-school crime consisted of petty thefts and minor assaults, and because

TABLE 16 Estimated percentages of perceived number of offenders in in-school victimization,
by type of victimization and status of victim, 26 cities aggregate

Status of victim and type of victimization	Perceived number of offenders					Estimated number of victimizations
	One	Two	Three or more	Don't know	Not ascertained	
Students:						
Rape	76[a]	19	0	5	0	(390)[b]
Robbery	43	19	28	6	3	(13,185)
Aggravated assault	56	7	29	3	6	(6,528)
Simple assault	62	8	27	1	1	(15,261)
Larceny with contact	25	9	3	59	3	(4,853)
Larceny without contact[c]	54	3	2	40	0	(17,373)
Total[c]	52	9	18	19	2	(57,589)
Teachers and others						
Rape	87	0	0	13	0	(139)[b]
Robbery	68	8	22	0	1	(1,808)
Aggravated assault	61	5	30	2	3	(2,900)
Simple assault	78	7	14	0	0	(5,597)
Larceny with contact	40	7	7	46	0	(1,095)[b]
Larceny without contact[c]	55	7	4	33	0	(7,116)
Total[c]	64	6	13	16	1	(18,656)

[a]All percentages in this table are row percentages.

[b]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

[c]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime.

schools typically have institutionalized mechanisms for handling the disruptive behavior that occurs, it is probably reasonable to expect that much of the crime that occurs within schools is not reported to the police. This final section will examine the extent to which the in-school crimes reported to survey interviewers were also reported to the police, and the reasons given by victims for not informing the police.

Each respondent who reported a victimization to a survey interviewer was asked whether the victimization was reported to the police. As shown by the data in Table 18, 9 out of 10 of the in-school victimizations suffered by students and three out of four of those suffered by teachers and others were not reported to the police. Among students, and among teachers and others, larceny was the crime least often reported to the police. Even aggravated assault, the crime most often reported to the police, was reported by only 18 percent of the students and by 41 percent of the teachers and other victims who suffered this type of victimization.

The report on school violence produced by Research for Better Schools offers explanations for deficiencies in school reporting practices, particularly for the reluctance of victims to report assaults. The authors suggest that student victims may fear retaliation if they report a fellow student and that teachers may fail to report because they fear being blamed by parents or school administrators for failing to maintain discipline or for provoking the attack. Finally, the authors suggest that principals also have reason for not reporting such incidents: they do not wish to alarm parents and other citizens or to jeopardize the reputation of the school (1976:17).

In view of the very high percentages of in-school crimes not reported to the police, it is important to explore the reasons given by respondents for their failure to notify the police. All victims who did not report their victimizations to the police were asked to specify the reasons for not doing so.

TABLE 17 Estimated percentages of number of victims in in-school victimization, by type of victimization and status of victim, 26 cities agggregate

Status of victim and type of victimization	Number of victims			Estimated number of victimizations
	One	Two	Three or more	
Students				
Rape	86[a6]	13	0	(390)[b]
Robbery	82	8	10	(13,185)
Aggravated assault	68	12	20	(6,528)
Simple assault	82	7	11	(15,261)
Larceny with contact	96	4	0	(4,853)
Larceny without contact[c]	91	4	5	(17,373)
Total[c]	84	7	9	(57,589)
Teachers and others				
Rape	100	0	0	(139)[b]
Robbery	68	4	28	(1,808)
Aggravated assault	72	6	21	(2,900)
Simple assault	84	6	10	(5,597)
Larceny with contact	91	4	5	(1,095)[b]
Larceny without contact[c]	93	4	3	(7,116)
Total[c]	85	5	10	(18,656)

[a]All percentages in this table are row percentages.

[b]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

[c]Excludes those larceny without contact victimizations in which the victim was not present at the immediate scene of the crime.

As can be seen from Table 19, there were three dominant reasons given by students, teachers, and others for failing to notify the police. First, 37 percent of the students and 31 percent of the teachers and others said that the victimizations that were not reported to the police were reported to someone else. In this instance, it seems reasonable to assume that in the bulk of these victimizations, "someone else" refers to a representative of the school administration. Even if all victimizations that were reported to someone else are counted as having been officially reported, still about half of the in-school victimizations in the 26 cities do not find their way into official police records. Second, as expected, many of the victimizations that were not reported to the police were not deemed by respondents to have been important enough to report to the police. This reason was given by 37 percent of the students and by 35 percent of the teachers and others who failed to inform the police. Third, 25 percent of the nonreporting students and 33 percent of the nonreporting teachers and others felt that nothing could be done about the victimization.

It is interesting to note from Table 19 that the total nonreporting in-school victims rarely cited "fear of reprisal" as the reason for not informing the police. Overall, only 2 percent of the students and 3 percent of the teachers and others gave this response. However, among the in-school victims of the less frequent but more serious crimes of robbery and aggravated assault, fear of reprisal appears to be a major consideration in the decision not to inform the police. Thus, among a small minority of in-school victims—the victims of serious crimes—the level of fear is sufficiently high to inhibit reporting to the police.

In summary, most of the crime that occurred inside these urban schools were never brought to the attention of the police. The major reason for not informing the police—that the incident was reported to someone else, that it was not

TABLE 18 Estimated percentages of victims reporting to the police in in-school victimization,
by type of victimization and status of victim, 26 cities aggregate

Status of victim and type of victimization	Reporting to the police			Estimated number of victimizations
	Yes	No	Don't know	
Students:				
Rape	47[a]	53	0	(390)[b]
Robbery	9	87	3	(13,185)
Aggravated assault	18	73	9	(6,528)
Simple assault	14	85	1	(15,261)
Larceny with contact	4	96	0	(4,853)
Larceny without contact	6	93	1	(172,027)
Total	7	91	2	(212,244)
Teachers and others:				
Rape	12	88	0	(139)[b]
Robbery	29	63	8	(1,808)
Aggravated assault	41	47	12	(2,900)
Simple assault	25	68	8	(5,597)
Larceny with contact	22	76	0	(1,095)[b]
Larceny without contact	21	77	2	(46,513)
Total	22	75	3	(58,053)

[a]All percentages in this table are row percentages.

[b]Estimate, based on fewer than 50 sample cases, may be statistically unreliable.

important enough, and the feeling that nothing could be done—make sense in light of the evidence in this report that the in-school crime was not very serious.

Summary

Public concern with problems of theft, violence, and disruption in urban schools has increased in recent years. National opinion polls, special reports, and congressional hearings have indicated that a substantial amount of crime occurs inside schools, and that this criminal activity is considered to be one of the major problems facing schools today. In this report, victimization survey data from 26 cities have been used to examine personal victimizations—larcenies, assaults, robberies, and rapes—suffered by students, teachers and other victims inside schools.

In the cities surveyed an estimated 270,000 victimizations were reported to survey interviewers to have occurred inside schools; these in-school victimizations were 8 percent of the total personal victimizations which were reported to survey interviewers in the 26 cities. Four out of five of the crimes inside schools were larcenies without contact between the victim and the offender. Assault—either simple or aggravated—was the next most common type of crime reported.

The age distribution of the victims suggested that although many of them were between the ages of 12 and 15, not all in-school victims were students. Analysis of the age, major activity, and occupation of the victims indicated that more than three-quarters of the in-school victimizations were reported by students; the remaining victimizations were reported by teachers and others.

The survey data on weapon use, injury and theft suggest that although much crime occurred inside schools in the cities surveyed, for the most part it was not serious crime. Most of the victimizations were larcenies without contact between the victim and offender, which by definition do

TABLE 19 Percent distribution of reasons for not reporting to the police in in-school victimization, by type of victimization and status of victim, 26 cities aggregate

Status of victim and type of victimization	Reasons for not reporting to police									Estimated number of victimizations[a]
	Nothing could be done	Not important enough	Police wouldn't want to be bothered	Didn't want to take time	Private matter	Didn't want to get involved	Fear of reprisal	Reported to someone else	Other reason	
Students:										
Rape	0[b,c]	25	0	0	7	0	21	38	0	(205)[d]
Robbery	24	31	2	2	3	4	14	24	10	(11,528)
Aggravated assault	12	36	2	1	7	1	11	36	11	(4,765)
Simple assault	15	38	2	1	10	2	4	36	6	(12,991)
Larceny with contact	32	25	5	3	5	0	3	36	7	(4,646)
Larceny without contact	26	37	3	1	2	1	1	36	5	(159,239)
Total	25	37	3	1	3	1	2	37	6	(193,373)
Teachers and others:										
Rape	28	0	0	0	16	0	24	15	18	(122)[d]
Robbery	1	17	2	4	7	3	29	11	26	(1,135)[d]
Aggravated assault	12	18	0	0	9	1	4	48	15	(1,367)[d]
Simple assault	22	24	5	0	12	0	1	40	10	(3,780)
Larceny with contact	68	19	14	12	0	8	0	48	4	(859)[d]
Larceny without contact	35	38	5	2	4	0	2	30	7	(35,926)
Total	33	35	3	2	5	0	3	31	8	(43,189)

[a]Estimated number of victimizations not reported to the police.

[b]Percents may total to over 100 percent because victims may give more than one reason for not reporting to the police.

[c]All percentages in this table are row percentages.

[d]Estimate, based on fewer than 50 sample cases, may be statistically unreliable

not involve weapon use. Although weapons were used in many of the robberies and virtually all the aggravated assaults, they were used in only a small minority of the total in-school victimizations. When weapons were used, they were most often knives or objects used as weapons, such as clubs or bottles. Guns were rarely used.

Generally, the injuries sustained by in-school victims were minor injuries, injuries such as cuts and bruises. Therefore, many injured victims did not require any medical attention and very few required hospital treatment. Even in the violent crimes—rape, robbery, aggravated assault and simple assault—most victims reported that they were not injured to the extent that medical attention was necessary. The majority of the in-school aggravated assaults were aggravated by virtue of the presence of a weapon, not by virtue of serious bodily injury to the victim.

Most in-school thefts were larcenies without contact between the victim and the offender. This type of theft in school probably consists of theft from desks, lockers, bicycle racks, and so forth. Something was stolen in roughly four out of five in-school victimizations; however, much of the property stolen from students was valued at less than $10 and most of the property stolen from teachers and others was valued at less than $50. So although a great deal of theft took place inside the urban schools, it was primarily petty theft.

The victimization survey data also shed some light on the characteristics of in-school victims and offenders. The majority of students, teachers and other victims were victimized by offenders they did not know. Most of the offenders were perceived by their victims to be young, of black or other minority races, and male.

The reports of students, teachers and other victims indicated that a considerable amount of the crime that took place in school was committed by pairs or groups of offenders. Few victimizations involved more than one victim. Robbery and assault involved multiple offenders and multiple victims more often than any other type of crime in school.

Because a good deal of the in-school victimization was not serious, it is not surprising that most victims of in-school crime did not inform the police. Teachers and other victims informed the police more often than students. Victims who failed to report the incident to the police said either that they reported it to someone else (probably to teachers or school administrators), or that they did not consider the incident important enough to report it to the police, or that they thought nothing could be done. Victims of rape, robbery, and aggravated assault were much more likely to mention fear of reprisal as a reason for not reporting the incident to the police than were victims of less serious crimes.

APPENDIX A Place of Occurrence of Personal Victimization in 26 Cities

TABLE A1 Percent distribution of place of occurrence of personal victimization in 26 cities

City	Place of occurrence								Estimated number of victimizations
	School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation, home, hotel or motel	On street, in park etc.[b]	Other place	
Atlanta	10	6	4	17	4	1	51	8	(45,065)
Baltimore	10	3	5	14	4	0	59	5	(124,380)
Boston	5	4	3	28	3	1	50	6	(82,022)
Buffalo	9	3	4	14	4	1	59	6	(39,628)
Chicago	7	4	6	18	4	0	57	4	(374,933)
Cincinnati	10	3	4	14	3	0	59	7	(55,626)
Cleveland	10	5	5	15	3	0	56	5	(77,424)
Dallas	14	4	3	16	3	1	51	9	(104,117)
Denver	10	4	3	17	4	1	53	8	(84,420)
Detroit	8	5	5	13	3	0	60	6	(178,857)
Houston	14	4	3	15	3	1	52	9	(161,170)
Los Angeles	8	4	3	14	4	1	58	7	(393,542)
Miami	4	6	6	16	3	1	57	8	(17,527)
Milwaukee	11	4	4	1	4	1	54	6	(87,363)
Minneapolis	9	5	4	19	2	1	50	10	(60,325)

TABLE A1 Continued

City	Place of occurrence								Estimated number of victimizations
	School	At or in own home	Near home	Inside commercial building[a]	Inside office, factory	Vacation, home, hotel or motel	On street, in park etc.[b]	Other place	
Newark	6	7	9	15	2	0	58	4	(21,915)
New Orleans	10	3	4	16	2	0	58	6	(59,298)
New York	5	5	6	22	4	1	53	4	(664,807)
Oakland	8	4	5	15	2	1	59	6	(41,115)
Philadelphia	6	3	3	15	4	1	63	5	(195,768)
Pittsburgh	13	3	5	16	3	1	54	5	(49,669)
Portland	11	4	3	16	3	1	51	10	(67,045)
San Diego	13	3	3	12	2	1	53	12	(104,907)
San Francisco	6	3	3	24	3	1	54	6	(108,789)
St. Louis	8	4	5	13	3	0	61	6	(56,947)
Washington, D.C.	5	5	6	16	6	1	56	6	(48,618)

[a]Includes commercial building such as store, restaurant, bank, gas station.

[b]Includes on the street, in a park, field, playground, school grounds or parking lot.

APPENDIX B
National Crime Survey Type of Crime Definitions

The types of crime analyzed in this report are defined by the National Crime Survey as follows:

Rape—Carnal knowledge through the use of force or the threat of force, including attempts. Statutory rape (without force) is excluded. Includes both heterosexual and homosexual rape.

Robbery—Theft or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon.

Aggravated assault—Attack with a weapon resulting in any injury and attack without a weapon resulting either in serious injury (e.g., broken bones, loss of teeth, internal injuries, loss of consciousness) or in undetermined injury requiring 2 or more days of hospitalization. Also includes attempted assault with a weapon.

Simple assault—Attack without a weapon resulting either in minor injury (e.g., bruises, black eyes, cuts, scratches, swelling) or in undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Personal larceny with contact—Theft of purse, wallet or cash by stealth directly from the person of the victim, but without force or the threat of force. Also includes attempted purse snatching.

Personal larceny without contact—Theft or attempted theft, without direct contact between victim and offender, of property or cash from any place other than the victim's home or its immediate vicinity. In rare cases, the victim sees the offender during the commission of the act.

APPENDIX C
National Crime Survey
Questionnaire

Form Approved: O.M.B. No. 41-R2661

Form NCS-3 and NCS-4
10-9-70

U.S. DEPARTMENT OF COMMERCE
SOCIAL AND ECONOMIC STATISTICS ADMINISTRATION
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE

NATIONAL CRIME SURVEY
CENTRAL CITIES SAMPLE

FORM NCS-3 – BASIC SCREEN QUESTIONNAIRE
FORM NCS-4 – CRIME INCIDENT REPORT

NOTICE – Your report to the Census Bureau is confidential by law (Public Law 93–83). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purpose.

Control number

PSU	Serial	Panel	HH	Segment

NCS 3 and 4

1. Interviewer identification
Code | Name
(010)

2. Record of interview
Line number of household respondent (cc 8) | Date completed
(011)

3. Reason for noninterview (cc 26d)

TYPE A *(Enter reason and race)*

▶ **Reason**
(012)
1 ☐ No one home
2 ☐ Temporarily absent – Return date _____
3 ☐ Refused
4 ☐ Other Occ. – Specify _____

▶ **Race of head**
(013)
1 ☐ White
2 ☐ Negro
3 ☐ Other

TYPE B
(014)
1 ☐ Vacant – Regular
2 ☐ Vacant – Storage of HH furniture
3 ☐ Temporarily occupied by persons with URE
4 ☐ Unfit or to be demolished
5 ☐ Under construction, not ready
6 ☐ Converted to temporary business or storage
7 ☐ Unoccupied tent site or trailer site
8 ☐ Permit granted, construction not started
9 ☐ Other – Specify _____

TYPE C
(015)
1 ☐ Unused line of listing sheet
2 ☐ Demolished
3 ☐ House or trailer moved
☐ Outside segment
☐ Converted to permanent business or storage
6 ☐ Merged
7 ☐ Condemned
8 ☐ Built after April 1, 1970
9 ☐ Other – Specify _____

TYPE Z
Interview not obtained for _____
Line number
(016) _____
(017) _____
(018) _____
(019) _____

NOTE: Complete 14–21 for each line number listed

4. Household status
(020)
1 ☐ Same household as last enumeration
2 ☐ Replacement household since last enumeration
3 ☐ Previous noninterview or not in sample before

5. Special place type code (cc 6c)
(021) _____

6. Tenure (cc 7)
(022)
1 ☐ Owned or being bought
2 ☐ Rented for cash
3 ☐ No cash rent

7. Type of living quarters (cc 11)

Housing Unit
(023)
1 ☐ House, apartment, flat
2 ☐ HU in nontransient hotel, motel, etc.
3 ☐ HU – Permanent in transient hotel, motel, etc.
4 ☐ HU in rooming house
5 ☐ Mobile home or trailer
6 ☐ HU not specified above – Describe _____

OTHER Unit
7 ☐ Quarters not HU in rooming or boarding house
8 ☐ Unit not permanent in transient hotel, motel, etc.
9 ☐ Vacant tent site or trailer site
10 ☐ Not specified above – Describe _____

8. Number of housing units in structure (cc 23)
(024)
1 ☐ 1
2 ☐ 2
3 ☐ 3
4 ☐ 4
5 ☐ 5–9
6 ☐ 10 or more
7 ☐ Mobile home or trailer
8 ☐ Only OTHER units

▶ *ASK IN EACH HOUSEHOLD*

9. (Other than the . . . business) does anyone in this household operate a business from this address?
(025)
1 ☐ No
2 ☐ Yes – **What kind of business is that?** _____

10. Family income (cc 24)
(026)
1 ☐ Under $1,000
2 ☐ $1,000 to 1,999
3 ☐ 2,000 to 2,999
4 ☐ 3,000 to 3,999
5 ☐ 4,000 to 4,999
6 ☐ 5,000 to 5,999
7 ☐ 6,000 to 7,499
8 ☐ $7,500 to 9,999
9 ☐ 10,000 to 11,999
10 ☐ 12,000 to 14,999
11 ☐ 15,000 to 19,999
12 ☐ 20,000 to 24,999
13 ☐ 25,000 and over

11. Household members 12 years of age and OVER _____
(027) _____ Total number

12. Household members UNDER 12 years of age _____
(028) _____ Total number
0 ☐ None

13. Crime Incident Reports filled _____
(029) _____ Total number
0 ☐ None

CENSUS USE ONLY

(030)	(031)	(032)	(033)

SAMPLE

PERSONAL CHARACTERISTICS

14. NAME (of household respondent) KEYER – BEGIN NEW RECORD	15. TYPE OF INTERVIEW	16. LINE NO. (cc 8)	17. RELATIONSHIP TO HOUSEHOLD HEAD (cc 9b)	18. AGE LAST BIRTHDAY (cc 13)	19. MARITAL STATUS (cc 14)	20a. RACE (cc 15)	20b. ORIGIN (cc 16)	21. SEX (cc 17)	22. ARMED FORCES MEMBER (cc 18)	23. What is the highest grade (or year) of regular school you have ever attended? (cc 19)	24. Did you complete that year? (cc 20)
Last	(034) 1 Per – Self-resp 2 Tel – Self-resp 3 Per – Proxy 4 Tel – Proxy 5 NI – Fill 16–21	(035)	(036) 1 Head 2 Wife of head 3 Own child 4 Other relative 5 Non-relative	(037)	(038) 1 M. 2 Wd. 3 D. 4 Sep. 5 NM	(039) 1 W. 2 Neg. 3 Ot.		(040) 1 M 2 F	(041) 1 Yes 2 No	(042) 00 Never attended or kindergarten ___ Elementary (01–08) ___ H.S. (09–12) ___ College (21–26+)	(043) 1 Yes 2 No
First											

CHECK ITEM A → Look at item 4 on cover page. Is this the same household as last enumeration? (Box 1 marked)
Yes – *SKIP* to Check Item B No

25a. Did you live in this house on April 1, 1970?
(044) 1 Yes – *SKIP* to Check Item B 2 No

b. Where did you live on April 1, 1970? (State, foreign country, U.S. possession, etc.)
State, etc. _____ County _____

c. Did you live inside the limits of a city, town, village, etc.?
(045) 1 No 2 Yes – Name of city, town, village, etc.
(046)

d. Were you in the Armed Forces on April 1, 1970?
(047) 1 Yes 2 No

CHECK ITEM B → Is this person 16 years old or older?
No – *SKIP* to 29 Yes

26a. What were you doing most of LAST WEEK – (working, keeping house, going to school) or something else?
(048) 1 Working – *SKIP* to 28a 6 Unable to work – *SKIP* to 26d
2 With a job but not at work 7 Retired
3 Looking for work 8 Other – Specify
4 Keeping house
5 Going to school
(If Armed Forces, *SKIP* to 28a)

b. Did you do any work at all LAST WEEK, not counting work around the house? (Note: If farm or business operator in HH, ask about unpaid work.)
(049) 0 No Yes – How many hours? _____ – *SKIP* to 28a

c. Did you have a job or business from which you were temporarily absent or on layoff LAST WEEK?
(050) 1 No 2 Yes – Absent – *SKIP* to 28a
3 Yes – Layoff – *SKIP* to 27

26d. Have you been looking for work during the past 4 weeks?
(051) 1 Yes No – When did you last work?
2 Less than 5 years ago – *SKIP* to 28a
3 5 or more years ago } *SKIP* to 29
4 Never worked

27. Is there any reason why you could not take a job LAST WEEK?
(052) 1 No Yes – 2 Already has a job
3 Temporary illness
4 Going to school
5 Other – Specify

28a. For whom did you (last) work? (Name of company, business, organization or other employer)
(053) X Never worked – *SKIP* to 29

b. What kind of business or industry is this? (For example: TV and radio mfg., retail shoe store, State Labor Dept., farm)
(054)

c. Were you –
(055) 1 An employee of a PRIVATE company, business or individual for wages, salary or commissions?
2 A GOVERNMENT employee (Federal, State, county, or local)?
3 SELF-EMPLOYED in OWN business, professional practice or farm?
4 Working WITHOUT PAY in family business or farm?

d. What kind of work were you doing? (For example: electrical engineer, stock clerk, typist, farmer)
(056)

e. What were your most important activities or duties? (For example: typing, keeping account books, selling cars, etc.)

Notes

HOUSEHOLD SCREEN QUESTIONS

29. Now I'd like to ask some questions about crime. They refer only to the last 12 months – between _____ 1, 197__ and _____, 197__. During the last 12 months, did anyone break into or somehow illegally get into your (apartment home), garage, or another building on your property?
☐ Yes – How many times? ____
☐ No

30. (Other than the incident(s) just mentioned) Did you find a door jimmied, a lock forced, or any other signs of an **ATTEMPTED** break in?
☐ Yes – How many times? ____
☐ No

31. Was anything at all stolen that is kept outside your home, or happened to be left out, such as a bicycle, a garden hose, or lawn furniture? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

32. Did anyone take something belonging to you or to any member of this household, from a place where you or they were temporarily staying, such as a friend's or relative's home, a hotel or motel, or a vacation home?
☐ Yes – How many times? ____
☐ No

33. What was the total number of motor vehicles (cars, trucks, etc.) owned by you or any other member of this household during the last 12 months? (057)
0 ☐ None – *SKIP* to 36
1 ☐ 1
2 ☐ 2
3 ☐ 3
4 ☐ 4 or more

34. Did anyone steal, **TRY** to steal, or use (it any of them) without permission?
☐ Yes – How many times? ____
☐ No

35. Did anyone steal or **TRY** to steal part of (it any of them), such as a battery, hubcaps, tape-deck, etc.?
☐ Yes – How many times? ____
☐ No

INDIVIDUAL SCREEN QUESTIONS

36. The following questions refer only to things that happened to you during the last 12 months – between _____ 1, 197__ and _____, 197__. Did you have your (pocket picked purse snatched)?
☐ Yes – How many times? ____
☐ No

37. Did anyone take something (else) directly from you by using force, such as by a stickup, mugging or threat?
☐ Yes – How many times? ____
☐ No

38. Did anyone **TRY** to rob you by using force or threatening to harm you? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

39. Did anyone beat you up, attack you or hit you with something, such as a rock or bottle? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

40. Were you knifed, shot at, or attacked with some other weapon by anyone at all? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

41. Did anyone **THREATEN** to beat you up or **THREATEN** you with a knife, gun, or some other weapon, **NOT** including telephone threats? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

42. Did anyone **TRY** to attack you in some other way? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

43. During the last 12 months, did anyone steal things that belonged to you from inside any car or truck, such as packages or clothing?
☐ Yes – How many times? ____
☐ No

44. Was anything stolen from you while you were away from home, for instance at work, in a theater or restaurant, or while traveling?
☐ Yes – How many times? ____
☐ No

45. (Other than any incidents you've already mentioned) was anything (else) at all stolen from you during the last 12 months?
☐ Yes – How many times? ____
☐ No

46. Did you find any evidence that someone **ATTEMPTED** to steal something that belonged to you? (other than any incidents already mentioned)
☐ Yes – How many times? ____
☐ No

47. Did you call the police during the last 12 months to report something that happened to you which you thought was a crime? (Do not count any calls made to the police concerning the incidents you have just told me about.)
☐ No – *SKIP* to 48
☐ Yes – What happened?
(058) ☐☐
☐☐
☐☐

CHECK ITEM C ➡ Look at 47. Was HH member 12 + attacked or threatened, or was something stolen or an attempt made to steal something that belonged to him?
☐ Yes – How many times? ____
☐ No

48. Did anything happen to you during the last 12 months which you thought was a crime, but did **NOT** report to the police? (other than any incidents already mentioned)
☐ No – *SKIP* to Check Item E
☐ Yes – What happened?
(059) ☐☐
☐☐
☐☐

CHECK ITEM D ➡ Look at 48. Was HH member 12 + attacked or threatened, or was something stolen or an attempt made to steal something that belonged to him?
☐ Yes – How many times? ____
☐ No

CHECK ITEM E ➡ Do any of the screen questions contain any entries for "How many times?"
☐ No – *Interview next HH member. End interview if last respondent, and fill item 13 on cover.*
☐ Yes – *Fill Crime Incident Reports.*

SAMPLE

PERSONAL CHARACTERISTICS

14. NAME — KEYER – BEGIN NEW RECORD	15. TYPE OF INTERVIEW	16. LINE NO. (cc 8)	17. RELATIONSHIP TO HOUSEHOLD HEAD (cc 9b)	18. AGE LAST BIRTHDAY (cc 13)	19. MARITAL STATUS (cc 14)	20a. RACE (cc 15)	20b. ORIGIN (cc 16)	21. SEX (cc 17)	22. ARMED FORCES MEMBER (cc 18)	23. What is the highest grade (or year) of regular school you have ever attended? (cc 19)	24. Did you complete that year? (cc 20)
Last	(034)	(035)	(036)	(037)	(038)	(039)		(040)	(041)	(042)	(043)
First	1 Per. – Self-resp. 2 Tel. – Self-resp. 3 Per. – Proxy 4 Tel. – Proxy 5 NI – Fill 16–21		1 Head 2 Wife of head 3 Own child 4 Other relative 5 Non-relative		1 M 2 Wd. 3 D. 4 Sep. 5 NM	1 W 2 Neg. 3 Ot.		1 M 2 F	1 Yes 2 No	00 Never attended or kindergarten ___ Elementary (01–08) ___ H.S. (09–12) ___ College (21–26+)	1 Yes 2 No

CHECK ITEM A → Look at item 4 on cover page. Is this the same household as last enumeration? (Box 1 marked)
Yes – *SKIP* to Check Item B ☐ No

25a. Did you live in this house on April 1, 1970? (044)
1 ☐ Yes – *SKIP* to Check Item B 2 ☐ No

b. Where did you live on April 1, 1970? (State, foreign country, U.S. possession, etc.)
State, etc. _____ County _____

c. Did you live inside the limits of a city, town, village, etc.? (045)
1 ☐ No 2 ☐ Yes – Name of city, town, village, etc. → (046)

d. Were you in the Armed Forces on April 1, 1970? (047)
1 ☐ Yes 2 ☐ No

CHECK ITEM B → Is this person 16 years old or older?
No – *SKIP* to 36 ☐ Yes

26a. What were you doing most of LAST WEEK – (working, keeping house, going to school) or something else? (048)
1 ☐ Working – *SKIP* to 28a
2 ☐ With a job but not at work
3 ☐ Looking for work
4 ☐ Keeping house
5 ☐ Going to school
6 ☐ Unable to work – *SKIP* to 36
7 ☐ Retired
8 ☐ Other – Specify →
(If Armed Forces, *SKIP* to 28a)

b. Did you do any work at all LAST WEEK, not counting work around the house? (Note: If farm or business operator in HH, ask about unpaid work.) (049)
0 ☐ No Yes – **How many hours?** ____ – *SKIP* to 28a

c. Did you have a job or business from which you were temporarily absent or on layoff LAST WEEK? (050)
1 ☐ No 2 ☐ Yes – Absent – *SKIP* to 28a
3 ☐ Yes – Layoff – *SKIP* to 27

26d. Have you been looking for work during the past 4 weeks? (051)
1 ☐ Yes No – **When did you last work?**
2 ☐ Less than 5 years ago – *SKIP* to 28a
3 ☐ 5 or more years ago } *SKIP* to 36
4 ☐ Never worked }

27. Is there any reason why you could not take a job LAST WEEK? (052)
1 ☐ No Yes – 2 ☐ Already has a job
3 ☐ Temporary illness
4 ☐ Going to school
5 ☐ Other – Specify →

28a. For whom did you (last) work? (Name of company, business, organization or other employer)
(053) x ☐ Never worked – *SKIP* to 36

b. What kind of business or industry is this? (For example: TV and radio mfg., retail shoe store, State Labor Dept., farm) (054)

c. Were you – (055)
1 ☐ An employee of a **PRIVATE** company, business or individual for wages, salary or commissions?
2 ☐ A **GOVERNMENT** employee (Federal, State, county, or local)?
3 ☐ **SELF-EMPLOYED** in **OWN** business, professional practice or farm?
4 ☐ **Working WITHOUT PAY** in family business or farm?

d. What kind of work were you doing? (For example: electrical engineer, stock clerk, typist, farmer) (056)

e. What were your most important activities or duties? (For example: typing, keeping account books, selling cars, etc.)

INDIVIDUAL SCREEN QUESTIONS

36. The following questions refer only to things that happened to you during the last 12 months – between ___ 1, 197___ and ___, 197___. Did you have your (pocket picked/purse snatched)?	Yes – How many times?	No
37. Did anyone take something (else) directly from you by using force, such as by a stickup, mugging or threat?	Yes – How many times?	No
38. Did anyone TRY to rob you by using force or threatening to harm you? (other than any incidents already mentioned)	Yes – How many times?	No
39. Did anyone beat you up, attack you or hit you with something, such as a rock or bottle? (other than any incidents already mentioned)	Yes – How many times?	No
40. Were you knifed, shot at, or attacked with some other weapon by anyone at all? (other than any incidents already mentioned)	Yes – How many times?	No
41. Did anyone THREATEN to beat you up or THREATEN you with a knife, gun, or some other weapon, NOT including telephone threats? (other than any incidents already mentioned)	Yes – How many times?	No
42. Did anyone TRY to attack you in some other way? (other than any incidents already mentioned)	Yes – How many times?	No
43. During the last 12 months, did anyone steal things that belonged to you from inside any car or truck, such as packages or clothing?	Yes – How many times?	No
44. Was anything stolen from you while you were away from home, for instance at work, in a theater or restaurant, or while traveling?	Yes – How many times?	No
45. (Other than any incidents you've already mentioned) Was anything (else) at all stolen from you during the last 12 months?	Yes – How many times?	No
46. Did you find any evidence that someone ATTEMPTED to steal something that belonged to you? (other than any incidents already mentioned)	Yes – How many times?	No

47. Did you call the police during the last 12 months to report something that happened to you which you thought was a crime? (Do not count any calls made to the police concerning the incidents you have just told me about.) (058)
No – *SKIP* to 48
Yes – **What happened?** _____

CHECK ITEM C → Look at 47 – Was HH member 12 + attacked or threatened, or was something stolen or an attempt made to steal something that belonged to him? Yes – How many times? / No

48. Did anything happen to you during the last 12 months which you thought was a crime, but did NOT report to the police? (other than any incidents already mentioned) (059)
No – *SKIP* to Check Item E
Yes – **What happened?** _____

CHECK ITEM D → Look at 48 – Was HH member 12 + attacked or threatened, or was something stolen or an attempt made to steal something that belonged to him? Yes – How many times? / No

CHECK ITEM E → Do any of the screen questions contain any entries for "How many times?"
No – *Interview next HH member. End interview if last respondent, and fill item 13 on cover.*
Yes – *Fill Crime Incident Reports.*

Form Approved: O.M.B. No. 41-R2661

KEYER – BEGIN NEW RECORD

Line number (101)

Screen question number (102)

Incident number (103)

Notes

NOTICE – Your report to the Census Bureau is confidential by law (Public Law 93-83). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purpose.

Form NCS-4
6-3-74

U.S. DEPARTMENT OF COMMERCE
SOCIAL AND ECONOMIC STATISTICS ADMINISTRATION
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE

CRIME INCIDENT REPORT
NATIONAL CRIME SURVEY
CENTRAL CITIES SAMPLE

NCS 4 INCIDENT REPORT

1a. You said that during the last 12 months – (Refer to appropriate screen question for description of crime).
In what month (did this / did the first) incident happen?
(Show flashcard if necessary. Encourage respondent to give exact month.)

(104) _____ Month (01–12)

Is this incident / part for a series of crimes?

(105) **CHECK ITEM A** ➡
1 No – *SKIP* to 2
2 Yes – *(Note: series must have 3 or more similar incidents which respondent can't recall separately)*

b. In what month(s) did these incidents take place?
(Mark all that apply)

(106)
1 Spring (March, April, May)
2 Summer (June, July, August)
3 Fall (September, October, November)
4 Winter (December, January, February)

c. How many incidents were involved in this series?

(107)
1 Three or four
2 Five to ten
3 [illegible] or more
4 Don't know

INTERVIEWER – If series, the following questions refer only to the most recent incident.

2. About what time did (this the most recent) incident happen?

(108)
1 Don't know
2 During the day (6 a.m. to 6 p.m.)
At night (6 p.m. to 6 a.m.)
3 6 p.m. to midnight
4 Midnight to 6 a.m.
5 Don't know

3a. Did this incident take place inside the limits of this city or somewhere else?

(109)
1 Inside limits of this city – *SKIP* to 4
2 Somewhere else in the United States
3 Outside the United States – *END INCIDENT REPORT*

b. In what State and county did this incident occur?

State _____

County _____

c. Did it happen inside the limits of a city, town, village, etc.?

(110)
1 No
2 Yes – Enter name of city, town, etc.

(111) _____

4. Where did this incident take place?

(112)
1 At or in own dwelling, in garage or other building on property *(Includes break-in or attempted break-in)* – *SKIP* to 6a
2 At or in vacation home, hotel/motel
3 Inside commercial building such as store, restaurant, bank, gas station, public conveyance or station – *ASK* 5a
4 Inside office, factory, or warehouse
5 Near own home, yard, sidewalk, driveway, carport, apartment hall *(Does not include break-in or attempted break-in)*
6 On the street, in a park, field, playground, school grounds or parking lot – *SKIP* to Check Item B
7 Inside school
8 Other – Specify

5a. Were you a customer, employee, or owner?

(113)
1 Customer
2 Employee
3 Owner
4 Other – Specify

b. Did the person(s) steal or TRY to steal anything belonging to the store, restaurant, office, factory, etc?

(114)
1 Yes
2 No – *SKIP* to Check Item B
3 Don't know – *SKIP* to Check Item B

6a. Did the offender(s) live there or have a right to be there, such as a guest or a workman?

(115)
1 Yes – *SKIP* to Check Item B
2 No
3 Don't know

b. Did the offender(s) actually get in or just TRY to get in the building?

(116)
1 Actually got in
2 Just tried to get in
3 Don't know

c. Was there any evidence, such as a broken lock or broken window, that the offender(s) (forced his way in/TRIED to force his way in) the building?

(117)
1 No
Yes – **What was the evidence? Anything else?** *(Mark all that apply)*
2 Broken lock or window
3 Forced door or window (or tried)
4 Slashed screen
5 Other – Specify
– *SKIP* to Check Item B

d. How did the offender(s) (get in/try to get in)?

(118)
1 Through unlocked door or window
2 Had key
3 Don't know
4 Other – Specify

(119) **CHECK ITEM B** ➡ Was respondent or any other member of this household present when this incident occurred? *(If not sure, ASK)*
1 No – *SKIP* to 13a
2 Yes

7a. Did the person(s) have a weapon such as a gun or knife, or something he was using as a weapon, such as a bottle, or a club?

(120)
1 No
2 Don't know
Yes – **What was the weapon?** *(Mark all that apply)*
3 Gun
4 Knife
5 Other – Specify

b. Did the person(s) hit you, knock you down, or actually attack you in some other way?

(121)
1 Yes – *SKIP* to 7f
2 No

c. Did the person(s) threaten you with harm in any way?

(122)
1 No – *SKIP* to 7e
2 Yes

SAMPLE

CRIME INCIDENT QUESTIONS – Continued

7d. How were you threatened? Any other way? *(Mark all that apply)*

(123)
1 ☐ Verbal threat of rape
2 ☐ Verbal threat of attack other than rape
3 ☐ Weapon present or threatened with weapon
4 ☐ Attempted attack with weapon (for example, shot at)
5 ☐ Object thrown at person
6 ☐ Followed, surrounded
7 ☐ Other – Specify _____
→ *SKIP to 10a*

e. What actually happened? Anything else? *(Mark all that apply)*

(124)
1 ☐ Something taken without permission
2 ☐ Attempted or threatened to take something
3 ☐ Harassed, argument, abusive language
4 ☐ Forcible entry or attempted forcible entry of house
5 ☐ Forcible entry or attempted entry of car
6 ☐ Damaged or destroyed property
7 ☐ Attempted or threatened to damage or destroy property
8 ☐ Other – Specify
→ *SKIP to 10a*

f. How did the person(s) attack you? Any other way? *(Mark all that apply)*

(125)
1 ☐ Raped
2 ☐ Tried to rape
3 ☐ Hit with object held in hand, shot, knifed
4 ☐ Hit by thrown object
5 ☐ Hit, slapped, knocked down
6 ☐ Grabbed, held, tripped, jumped, pushed, etc.
7 ☐ Other – Specify _____

8a. What were the injuries you suffered, if any? Anything else? *(Mark all that apply)*

(126)
1 ☐ None – *SKIP to 10a*
2 ☐ Raped
3 ☐ Attempted rape
4 ☐ Knife or gunshot wounds
5 ☐ Broken bones or teeth knocked out
6 ☐ Internal injuries, knocked unconscious
7 ☐ Bruises, black eye, cuts, scratches, swelling
8 ☐ Other – Specify _____

b. Were you injured to the extent that you needed medical attention after the attack?

(127)
1 ☐ No – *SKIP to 10a*
2 ☐ Yes

c. Did you receive any treatment at a hospital?

(128)
1 ☐ No
2 ☐ Emergency room treatment only
3 ☐ Stayed overnight or longer – How many days?

(129) _____

d. What was the total amount of your medical expenses resulting from this incident, INCLUDING anything paid by insurance? Include hospital and doctor bills, medicine, therapy, braces, and any other injury-related medical expenses.
INTERVIEWER – If respondent does not know exact amount, encourage him to give an estimate.

(130)
0 ☐ No cost – *SKIP to 10a*
$ _____ .00
x ☐ Don't know

9a. At the time of the incident, were you covered by any medical insurance, or were you eligible for benefits from any other type of health benefits program, such as Medicaid, Veterans' Administration, or Public Welfare?

(131)
1 ☐ No
2 ☐ Don't know
3 ☐ Yes
→ *SKIP to 10a*

b. Did you file a claim with any of these insurance companies or programs in order to get part or all of your medical expenses paid?

(132)
1 ☐ No – *SKIP to 10a*
2 ☐ Yes

9c. Did insurance or any health benefits program pay for all or part of the total medical expenses?

(133)
1 ☐ Not yet settled
2 ☐ None
3 ☐ All
4 ☐ Part
→ *SKIP to 10a*

d. How much did insurance or a health benefits program pay?

(134) $ _____ .00 *(Obtain an estimate, if necessary)*

10a. Did you do anything to protect yourself or your property during the incident?

(135)
1 ☐ No – *SKIP to 11*
2 ☐ Yes

b. What did you do? Anything else? *(Mark all that apply)*

(136)
1 ☐ Used/brandished gun or knife
2 ☐ Used/tried physical force (hit, chased, threw object, used other weapon, etc.)
3 ☐ Tried to get help, attract attention, scare offender away (screamed, yelled, called for help, turned on lights, etc.)
4 ☐ Threatened, argued, reasoned, etc., with offender
5 ☐ Resisted without force, used evasive action (ran/drove away, hid, held property, locked door, ducked, shielded self, etc.)
6 ☐ Other – Specify _____

11. Was the crime committed by only one or more than one person?

(137)
1 ☐ Only one
2 ☐ Don't know – *SKIP to 12a*
3 ☐ More than one

a. Was this person male or female?

(138)
1 ☐ Male
2 ☐ Female
3 ☐ Don't know

b. How old would you say the person was?

(139)
1 ☐ Under 12
2 ☐ 12–14
3 ☐ 15–17
4 ☐ 18–20
5 ☐ 21 or over
6 ☐ Don't know

c. Was the person someone you know or was he a stranger?

(140)
1 ☐ Stranger
2 ☐ Don't know
3 ☐ Known by sight only
4 ☐ Casual acquaintance
→ *SKIP to e*
5 ☐ Well known

d. Was the person a relative of yours?

(141)
1 ☐ No
Yes – What relationship?
2 ☐ Spouse or ex-spouse
3 ☐ Parent
4 ☐ Own child
5 ☐ Brother or sister
6 ☐ Other relative – Specify

e. Was he/she –

(142)
1 ☐ White?
2 ☐ Negro?
3 ☐ Other? – Specify
4 ☐ Don't know
→ *SKIP to 12a*

f. How many persons?

(143) _____

g. Were they male or female?

(144)
1 ☐ All male
2 ☐ All female
3 ☐ Male and female
4 ☐ Don't know

h. How old would you say the youngest was?

(145)
1 ☐ Under 12
2 ☐ 12–14
3 ☐ 15–17
4 ☐ 18–20
5 ☐ 21 or over – *SKIP to i*
6 ☐ Don't know

i. How old would you say the oldest was?

(146)
1 ☐ Under 12
2 ☐ 12–14
3 ☐ 15–17
4 ☐ 18–20
5 ☐ 21 or over
6 ☐ Don't know

j. Were any of the persons known or related to you or were they all strangers?

(147)
1 ☐ All strangers
2 ☐ Don't know
3 ☐ All relatives
4 ☐ Some relatives
5 ☐ All known
6 ☐ Some known
→ *SKIP to m* (1, 2)
→ *SKIP to l* (3, 4)

k. How well were they known? *(Mark all that apply)*

(148)
1 ☐ By sight only
2 ☐ Casual acquaintance(s)
3 ☐ Well known
→ *SKIP to m*

l. How were they related to you? *(Mark all that apply)*

(149)
1 ☐ Spouse or ex-spouse
2 ☐ Parents
3 ☐ Own children
4 ☐ Brothers/sisters
5 ☐ Other – Specify

m. Were all of them –

(150)
1 ☐ White?
2 ☐ Negro?
3 ☐ Other? – Specify
4 ☐ Combination – Specify
5 ☐ Don't know

SAMPLE

CRIME INCIDENT QUESTIONS – Continued

12a. Were you the only person there besides the offender(s)?

(151) 1 ☐ Yes – *SKIP* to *13a*
2 ☐ No

b. How many of these persons, not counting yourself, were robbed, harmed, or threatened? Do not include persons under 12 years of age.

(152) 0 ☐ None – *SKIP* to *13a*

_____ Number of persons

c. Are any of these persons members of your household now? Do not include household members under 12 years of age.

(153) 0 ☐ No
Yes – **How many, not counting yourself?**

_____

(Also mark "Yes" in Check Item I on page 12)

13a. Was something stolen or taken without permission that belonged to you or others in the household?
INTERVIEWER – Include anything stolen from unrecognizable business in respondent's home. Do not include anything stolen from a recognizable business in respondent's home or another business, such as merchandise or cash from a register.

(154) 1 ☐ Yes – *SKIP* to *13f*
2 ☐ No

b. Did the person(s) ATTEMPT to take something that belonged to you or others in the household?

(155) 1 ☐ No – *SKIP* to *13e*
2 ☐ Yes

c. What did they try to take? Anything else?
(Mark all that apply)

(156) 1 ☐ Purse
2 ☐ Wallet or money
3 ☐ Car
4 ☐ Other motor vehicle
5 ☐ Part of car (hubcap, tape-deck, etc.)
6 ☐ Don't know
7 ☐ Other – Specify _____

CHECK ITEM C Did they try to take a purse, wallet, or money? *(Box 1 or 2 marked in 13c)*
☐ No – *SKIP* to *18a*
☐ Yes

d. Was the (purse/wallet/money) on your person, for instance in a pocket or being held?

(157) 1 ☐ Yes
2 ☐ No
} *SKIP* to *18a*

e. What did happen? *(Mark all that apply)*

(158) 1 ☐ Attacked
2 ☐ Threatened with harm
3 ☐ Attempted to break into house or garage
4 ☐ Attempted to break into car
5 ☐ Harassed, argument, abusive language
6 ☐ Damaged or destroyed property
7 ☐ Attempted or threatened to damage or destroy property
8 ☐ Other – Specify _____
} *SKIP* to *18a*

f. What was taken that belonged to you or others in the household? What else?

(159) Cash: $ _____ . 00
and/or
Property: *(Mark all that apply)*

(160) 0 ☐ Only cash taken – *SKIP* to *14a*
1 ☐ Purse
2 ☐ Wallet
3 ☐ Car
4 ☐ Other motor vehicle
5 ☐ Part of car (hubcap, tape-deck, etc.)
6 ☐ Other – Specify _____

CHECK ITEM D Was a car or other motor vehicle taken? *(Box 3 or 4 marked in 13f)*
☐ No – *SKIP* to Check Item E
☐ Yes

14a. Had permission to use the (car/motor vehicle) ever been given to the person who took it?

(161) 1 ☐ No
2 ☐ Don't know
} *SKIP* to Check Item E
3 ☐ Yes

b. Did the person return the (car/motor vehicle)?

(162) 1 ☐ Yes
2 ☐ No

CHECK ITEM E Is Box 1 or 2 marked in 13f?
☐ No – *SKIP* to *15a*
☐ Yes

c. Was the (purse/wallet/money) on your person, for instance, in a pocket or being held by you when it was taken?

(163) 1 ☐ Yes
2 ☐ No

CHECK ITEM F Was only cash taken? *(Box 0 marked in 13f)*
☐ Yes – *SKIP* to *16a*
☐ No

15a. Altogether, what was the value of the PROPERTY that was taken?
INTERVIEWER – Exclude stolen cash, and enter $0 for stolen checks and credit cards, even if they were used.

(164) $ _____ . 00

b. How did you decide the value of the property that was stolen? *(Mark all that apply)*

(165) 1 ☐ Original cost
2 ☐ Replacement cost
3 ☐ Personal estimate of current value
4 ☐ Insurance report estimate
5 ☐ Police estimate
6 ☐ Don't know
7 ☐ Other – Specify _____

16a. Was all or part of the stolen money or property recovered, except for anything received from insurance?

(166) 1 ☐ None
2 ☐ All
} *SKIP* to *17a*
3 ☐ Part

b. What was recovered?

(167) Cash: $ _____ . 00
and/or
Property: *(Mark all that apply)*

(168) 0 ☐ Cash only recovered – *SKIP* to *17a*
1 ☐ Purse
2 ☐ Wallet
3 ☐ Car
4 ☐ Other motor vehicle
5 ☐ Part of car (hubcap, tape-deck, etc.)
6 ☐ Other – Specify _____

c. What was the value of the property recovered (excluding recovered cash)?

(169) $ _____ . 00

SAMPLE

CRIME INCIDENT QUESTIONS – Continued

17a. Was there any insurance against theft?

(170) 1 ☐ No ... 2 ☐ Don't know } *SKIP to 18a*
3 ☐ Yes

b. Was this loss reported to an insurance company?

(171) 1 ☐ No ... 2 ☐ Don't know } *SKIP to 18a*
3 ☐ Yes

c. Was any of this loss recovered through insurance?

(172) 1 ☐ Not yet settled 2 ☐ No ... } *SKIP to 18a*
3 ☐ Yes

d. How much was recovered?

INTERVIEWER – If property replaced by insurance company instead of cash settlement, ask for estimate of value of the property replaced.

(173) $ _____ . 00

18a. Did any household member lose any time from work because of this incident?

(174) 0 ☐ No – *SKIP to 19a*

Yes – **How many members?** 7

_____

b. How much time was lost altogether?

(175) 1 ☐ Less than 1 day
2 ☐ 1–5 days
3 ☐ 6–10 days
4 ☐ Over 10 days
5 ☐ Don't know

19a. Was anything damaged but not taken in this incident? For example, was a lock or window broken, clothing damaged, or damage done to a car, etc.?

(176) 1 ☐ No – *SKIP to 20a*
2 ☐ Yes

b. (Was/were) the damaged item(s) repaired or replaced?

(177) 1 ☐ Yes – *SKIP to 19d*
2 ☐ No

c. How much would it cost to repair or replace the damaged item(s)?

(178) $ _____ . 00 } *SKIP to 20a*
x ☐ Don't know

d. How much was the repair or replacement cost?

(179) x ☐ No cost or don't know – *SKIP to 20a*

$ _____ . 00

e. Who paid or will pay for the repairs or replacement? *(Mark all that apply)*

(180) 1 ☐ Household member
2 ☐ Landlord
3 ☐ Insurance
4 ☐ Other – Specify _____

20a. Were the police informed of this incident in any way?

(181) 1 ☐ No
2 ☐ Don't know – *SKIP to Check Item G*
Yes – **Who told them?**
3 ☐ Household member
4 ☐ Someone else } *SKIP to Check Item G*
5 ☐ Police on scene

b. What was the reason this incident was not reported to the police? *(Mark all that apply)*

(182) 1 ☐ Nothing could be done – lack of proof
2 ☐ Did not think it important enough
3 ☐ Police wouldn't want to be bothered
4 ☐ Did not want to take time – too inconvenient
5 ☐ Private or personal matter, did not want to report it
6 ☐ Did not want to get involved
7 ☐ Afraid of reprisal
8 ☐ Reported to someone else
9 ☐ Other – Specify _____

CHECK ITEM G Is this person 16 years or older?
☐ No – *SKIP to Check Item H*
☐ Yes – *ASK 21a*

21a. Did you have a job at the time this incident happened?

(183) 1 ☐ No – *SKIP to Check Item H*
2 ☐ Yes

b. What was the job?

(186) 1 ☐ Same as described in NCS-3 items 28a–e – *SKIP to Check Item H*
2 ☐ Different than described in NCS-3 items 28a–e

c. For whom did you work? *(Name of company, business, organization or other employer)*

d. What kind of business or industry is this? *(For example: TV and radio mfg., retail shoe store, State Labor Dept., farm)*

(187) ☐☐☐

e. Were you –

(188) 1 ☐ An employee of a PRIVATE company, business or individual for wages, salary or commissions?
2 ☐ A GOVERNMENT employee (Federal, State, county or local)?
3 ☐ SELF-EMPLOYED in OWN business, professional practice or farm?
4 ☐ Working WITHOUT PAY in family business or farm?

f. What kind of work were you doing? *(For example: electrical engineer, stock clerk, typist, farmer)*

(189) ☐☐☐

g. What were your most important activities or duties? *(For example: typing, keeping account books, selling cars, finishing concrete, etc.)*

CHECK ITEM H Summarize this incident or series of incidents.

CHECK ITEM I Look at 12c on Incident Report. Is there an entry for "How many?"
☐ No
☐ Yes – *Be sure you have an Incident Report for each HH member 12 years of age or over who was robbed, harmed, or threatened in this incident.*

CHECK ITEM J Is this the last Incident Report to be filled for this person?
☐ No – *Go to next Incident Report.*
☐ Yes – Is this the last HH member to be interviewed?
☐ No – *Interview next HH member.*
☐ Yes – *END INTERVIEW. Enter total number of Crime Incident Reports filled for this household in item 13 on the cover of NCS-3.*

SAMPLE

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